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DAUPHIN COUNTY REPORT

for
Governor's Committee
on Children and Youth

GOVERNOR'S COUNCIL for HUMAN SERVICES

Committee on Children and Youth

Dauphin County Committee
c/o Patriot-News Company
P. O. Box 1545
Harrisburg, Pa. 17105
July 28, 1969

The Honorable Max Rosenn
Chairman
Governor's Committee on Children and Youth
Governor's Council for Human Services
512 Finance Building
Harrisburg, Pennsylvania 17120

Dear Mr. Rosenn:

We are pleased to forward to you the Dauphin County Report for the Governor's Committee on Children and Youth and preliminary to the 1970 White House Conference on Children and Youth.

Sincerely yours,

WILLIAM T. LUNSFORD JR.
Chairman
Dauphin County

DONALD ELFENBEIN
Youth Chairman
Dauphin County

WILLIAM D. JOHNSON
Adult Co-Chairman
Dauphin County

WTL/cc

Encl.

SECTION I.

a. Demographic Profile

The Tri-County area, Cumberland, Dauphin and Perry counties, is a contiguous area that has Harrisburg, the state Capital, as its "hub" or pivot point. There is a definite relationship and affinity for all of Dauphin County, practically all of Cumberland County and all of Perry County to the Harrisburg area.

This area has both urban, suburban and rural areas. There are 112,387 occupied housing units in these three counties based on the 1960 census. The Patriot (morning) and The Evening News in the Harrisburg area are the largest newspapers (combined daily circulation of 111,596) and the Sunday Patriot-News, Harrisburg, the largest Sunday with 97,540. The total Sunday Patriot-News circulation is 163,130.

The Retail Trading Zone includes all three counties and extends north to the northern boundary of Dauphin County, northeast to Williamstown, east to Annville, Palmyra and Mount Gretna, southeast to Mount Joy and York Haven, western boundary of Cumberland and Perry Counties, northwest to the northern boundary of Juniata County.

The Dauphin County area differs from the Perry and Cumberland County area primarily because of its extensive urbanization and the large number of black people who occupy the center city, Harrisburg.

It is impossible to relate many hard-core problems of urban Harrisburg with the rural areas of Perry County or western Cumberland County. However, on other aspects of problems affecting children and youth, there is a remarkable similarity of outlook irrespective of the location. This will be seen in the report.

b. Population Composition

The population of this area for the Harrisburg City Proper and the Retail Trading Zone, referred to above, is 483,300. In the 1960 census, there were 167,448 males and 177,623 females in Cumberland and Dauphin Counties.

In Dauphin and Cumberland Counties for 1960 there were 321,780 whites, 23,010 blacks and 272 of other races for a total of 345,971. Some 61,070 of these were high school graduates; 13,656 had some college and 13,929 were college graduates.

Based on the 1960 census, the population of Harrisburg City was 79,697. Special census figures, of which the various school districts were the source, shows a Harrisburg City population in 1967 of 71,658.

While Harrisburg was losing population, Lower Allen Township in Cumberland County, a suburban area, went from 11,614 to 13,129 in seven years. Swatara Township, in Dauphin County, went from 14,795 (census, 1960) to 17,848 (1967). Lower Paxton Township, also in Dauphin County, another suburban area, went from 17,618 (1960) to 24,604. And finally, Susquehanna Township, another Dauphin County suburban area, from 17,474 to 20,589. Susquehanna Township is contiguous with Harrisburg.

The 1960 census indicated that 24,814 of the population were ages 15 to 19 and 19,000 ages 20 to 24 for a total of 43,814. In the almost ten intervening years, there has been a substantial rise in the number of young people in these age groups.

The Capital Area Youth Forum Survey conducted last year (1968) in the Greater Harrisburg area, including urban, suburban and rural, indicates that among 10th, 11th and 12th graders, 89.9% of 30 schools' population was white; 6.2% black; 1.8% other and 1.9% did not indicate their racial origin.

In Harrisburg city, at Bishop McDevitt High School, 2.2% did not answer the question; 93.7% said Caucasian; 2.8% Negroid and 1% other. At John Harris High School, 3.2% did not answer the question; 60.7% said Caucasian; 29.9% Negroid; 2.0% Mongolian and 3.9% other, the latter probably of differing racial antecedents. At William Penn High School, 3.8% did not answer the question; 50.4% Caucasian; 40.6% Negroid; 2.4% Mongolian and 2.4% other, the latter probably of differing racial antecedents.

c. Income Level

The 1967 Sales Management Source of Buying Power gives Harrisburg a total income of $1,038,371,000 and total sales of $747,619,000. The per capita income was $2,554 as contrasted to $2,132 in Wilkes-Barre-Hazelton; $2,525 in Lancaster; $2,249 in Altoona and $2,638 in Allentown-Bethlehem-Easton. Of the retail sales, $147,454,000 was for food and $143,291,000 for general merchandise and $49,397,000 for apparel.

In the Harrisburg area, 16.4% of the population have incomes under $3,000 and 19.3% above $10,000.

d. Leading Industries

The leading industries are Bethlehem Steel Corp. with 3,799 employed; Hershey Foods (Chocolate), 3,700; AMP Inc., electronics, 2,418; Bell Telephone of Penna., 2,418 and TRW Inc., aerospace, 2,043. The Commonwealth of Pennsylvania employed 15,700 at the time the report was published; Mechanicsburg Navy Depot, 5,950; New Cumberland Army Depot, 3,100; and Hershey Estates, 1,620.

In 1966, 12 new industries located in the Harrisburg area. Forty-eight new industries came into the area, 1962-1966, bringing 4,790 new jobs and $21.5 million in recurring payrolls. The decision of the "Book of the Month Club Inc." to open a new plant in the Mechanicsburg area adjacent to the Pennsylvania Turnpike brought another two million payroll.

With the end of Olmsted Air Force Base as an active installation in U.S. Air Force inventory, the Commonwealth of Pennsylvania took over the area and established a commercial airport which includes two major carriers, Allegheny and TWA.

## SECTION II.

a. Organization of Youth Forum

At the conclusion of the 1960 White House Conference on Children and Youth, the Capital Area Youth Forum was established at the request of participating young people and adult advisers to permit a contihing of the valuable Tri-County (Cumberland, Dauphin, Perry) Committee program dealing with problems of young people in the post mid-fifties period.

Now entering its 11th year and with 35 senior high schools participating, the Capital Area Youth Forum has as its purpose:

> The purpose of the Capital Area Youth Forum shall be to provide opportunities for our youth to participate in and become a part of those democratic processes and experiences deemed to be vital to the growth and training of desirable citzens in a free society.

The Capital Area Youth Forum has its own organization. Each participating school is authorized one Student Cabinet member. The cabinet, which elects its own officers, is the planning group for the Youth Forum. There is an Adult General Chairman, a school administrator and an Adult Adviser for each of the several committees, including Day Program, Evening Program, Public Information, School and Community, Topics, etc. However, the Adults are Advisers only.

b. Organization for White House Conference

John A. Johnson, Directory of Secondary Education for West Shore Schools, was selected as Chairman for Cumberland County; Major Carson E. R. Holman, of Carson Long Institute, for Perry County and William T. Lunsford Jr., Community Service Director of the (Harrisburg) Patriot-News, for Dauphin County. Separate County

organizations were established as requested by the Coordinator for Region III. However, the three men, long experienced in the continuing work of the Capital Area Youth Forum, continued to work together in furtherance of the Governor's Committee on Children and Youth. Hence, the separate Tri-County Committee report.

c. Types of Meetings and Participation

(1) Capital Area Youth Forum had individual conferences, discussion groups, classes, seminars, "buzz-sessions," debates etc. in 33 senior high schools prior to the Forum itself which was held Friday, March 14, 1969 at Trinity High School, Shiremanstown, with 700 participants, all youth, 10th, 11th and 12th graders.

(2) Tri-County Meetings for White House Conference: 13

Sub-Committee Meetings: 11

Full Committee, Youth and Adults: 2

d. Survey

In the 1968 year, the Student Cabinet of the Capital Area Youth Forum, headed by John Nikoloff, then a senior at Central Dauphin East High School, designed a Survey to be administered to teen-agers in 10th, 11th and 12th grades in 30 senior high schools. Student Cabinet members designed the 80 questions that were asked of nearly 18,000 students. Their responses provide a vast storehouse of information on teen thinking, ideas, attitudes, beliefs etc. that cannot help but be invaluable to the Governor's Committee on Children and Youth and to the 1970 White House Conference.

e. The 1969 Youth Forum

With the vast storehouse of survey information available to them as concrete evidence of what teen-agers in the Tri-County (Cumberland, Dauphin, Perry) area really think. As indicated previously, the 700 participants in the 1969 Youth Forum wanted to find ways to "bridge gaps." A Resolutions Committee, headed by Frank Demmy, Central Dauphin senior was established together with a Topics Committee, headed by William McDaniel, Cedar Cliff senior. Donald Elfenbein, John Harris senior, was Teen Chairman. Elfenbein is Dauphin County Youth Chairman for the White House Conference on Children and Youth.

Six topic areas covering "gaps" between nations (I), between races (II), within the individual (III), in the education system (IV), between groups (V), between individuals and government (VI) were established. Groups were further subdivided into rich-poor, urban-suburban and young-old.

Tentative resolutions, called statements, were set up based on recommendations from the individual schools. These statements were explored at the schools in classes, discussion groups, debates, panels, "buzz-sessions", assemblies and in many other ways.

On March 14, 1969, the 700 participants discussed in detail through individual workgroups the resolutions. A great deal of the

discussions was televised by WITF, Channel 33, in a two-hour program presented March 20, 1969. The Youth Forum was part of "The Honest Generation" series of four March programs telecast by WITF. Media coverage of the Youth Forum, particularly by the Harrisburg (Pa.) Patriot-News, was outstanding.

SECTION III. Sub-Committee Findings

a. Youth Values

In the field of Youth Values, the Tri-County Chairmen and the Dauphin County Chairman did not stress this aspect particularly because so much of this material was covered thoroughly and adequately by the Capital Area Youth Forum which is an outgrowth of the 1960 White House Conference on Children and Youth program in the Tri-County (Cumberland, Dauphin, Perry) area and has existed for the past 10 years. The views of 17,817 teen-agers in 30 Central Pennsylvania senior high schools including all in the Dauphin, Perry and Cumberland County areas were obtained in 1968 through a Survey (Appendix 1). These teen-age opinions and thinking were reinforced by more than 700 1969 Capital Area Youth Forum participants representing teen-agers in 33 schools. The 1969 group addressed themselves to the problems of "bridging gaps" or finding "ways to bridge gaps that exist in ourselves, in our nation and in our world." The 1969 Capital Area Youth Forum report is Appendix II.

b. Home Life

The Home Life Committee was headed by Miss Pamela Hurd, now a 1969 Central Dauphin High School graduate. Mr. William Johnson, Special Assistant to Gov. Shafer, was Adult Chairman. The report of this committee is shown as Appendix III. It is a very thorough analysis by a dedicated young woman and her committee for which she deserves much praise. The comments made on page 7 of her report regarding the "Youth and the Outside World" deserve reading by today's teens who may feel alienated and estranged in a society that seems too busy to bother with them.

Unfortunately, on page 8, Pamela and her committee utter a cry of "Who's listening?" in regard to apparent adult disinterest. This is an area of great concern to this committee--how can we get through to more adults the necessity of facing up squarely to society's problems and doing something about them?

c. Education

In the field of Education, the report was prepared and submitted by Miss Patricia Dye, then a senior at Cedar Cliff High School, who has now been graduated. Miss Dye deserves praise for the great deal of time and attention she gave to her responsibilities. She is a tireless worker.

The Education Committee report, Appendix IV, is a generalized indictment of certain aspects of the educational program. Unfor-

tunately, the remarks are generalized in nature and need more specificity and back-up evidence. The comments that "there are thousands of people with an aversion to personal involvement, and, occasionally, an insensitivity to human suffering," certainly has some truth and some validity, particularly in view of the comments made on page 8 of the Home Life report.

However, the Education report does not take into account, for example, the millions of people throughout the United States who volunteer to give unselfishly of themselves, their time and their talents to further such causes and organizations as the American Red Cross, the American Cancer Society, the Tri-County United Fund and its 43 member agencies, the Goodwill Industries, the Volunteers of America and many others.

The comment on page 2, Appendix III (Education report) that it is "instilling of a middle class mind-set upon students, and the concept of the public school as reflecting local community values and norms" is another inaccurate phrase. It is the same parents, the same school systems and the same middle class predominately white teen-agers that attached through the Capital Area Youth Forum on a specific issue basis the "gaps" of black-white, urban-suburban, old-young and many others. This is not mind-set on the part of students, teachers, administration, the school boards or parents.

d. Youth Forum

(1) Black Heritage

One of the statements (resolutions) presented to the 1969 Capital Area Youth Forum, II-1, called for the "acceptance of the Black heritage, and for social and political equality to be given the Black man by all Americans . . . We call for complete and total integration of all aspects of American life, and plead for all Americans to come together in a search for freedom and fullness in life."

This resolution was adopted by a vote of 71% for and 29% against although the student population as revealed by the 1968 Capital Area Youth Forum survey of 17,817 teen-agers in 30 senior high schools in the Central Pennsylvania area revealed 89.9% Caucasian and 6.2% Negroid. The response to this question is not middle class white mind-set.

(2) Race Separation

Resolution II-4 pertained to black student demands by some groups for "separate facilities," i.e., separation of races. The final resolution adopted said:

> We feel blacks should be given more active roles in school administration and student government, along with white students. More courses pertaining to

black culture and history should be instituted into college curriculas. These and other ways, through a joint effort of whites and blacks, administrators and students alike, a more meaningful life in the universities of America may be had.

This was adopted by a 100% unanimous vote.

(3) School Segration

Thoughtful was the approach of the 1969 Capital Area Youth Forum in which students from 34 schools participated. On the question of immediate end to "segregation in schools," II-7, they voted "no." The 70% to 30% "no" vote was occasioned by their belief, expressed in discussion, that end to segregation and the re-distribution of blacks in white schools had to proceed gradually.

(4) Excessive Abuse, Right of Dissent

The student participants did not want any more violence and they were well aware of the problems, financial as well as otherwise, in transporting students from one area to another over considerable distances in many cases. This is indicated in another area of statement VI-1, pertaining to excessive abuse of the right of dissent in America. By a 58% for vote, the group believed:

> The Youth Forum recommends, for prevention of illegal acts associated with dissent, the organization and establishment of an arbitration board empowered to hear the position of both sides of the dispute in order to facilitate the understanding of the problem and to offer possible settlement within the framework of our democratic process.

(5) Exclusive Clubs

At the same time, the students voiced their disapproval of white clubs who restrict membership. "Only when all functions of society are integrated can resolutions be reached to our racial problems." "We call on all members of such clubs to fight within their clubs to change racist policies, to fully publicize their efforts, and only to retain membership in those organizations whose aims are morally compatible with its practices. We go on record as condemnatory of all organizations which espouse high ideals of brotherhood, yet in practice refute those ideals." Resolution II-2 was adopted by a 99% vote. This is not white mind-set.

(6) Lower Voting Age

The Capital Area Youth Forum participants believe that if a teenagers should be called upon to fight for his country at 18, he should have the right to vote. The "knowledge" and "sophistication" of today's teens was given as a reason for an 82% vote to reduce the voting age to 18 and the adoption of statement VI-2.

(7) Minority Affairs Courses

In the area of "Gaps Within the Educational System," resolution IV-5, only a show of hands was used in the discussion groups because there was almost 100% acceptance of the proposition that "courses concerned with minority affairs would provide for the student a better understanding of the situation and his role in solving social problems. Minority groups (including blacks) are vital parts of our nation today and their heritage cannot be divorced from the story of the American past." However, the more than 700 participants believed that because of "the present position of this country with respect to matters of integration, racism and black power, subjects pertaining to minority affairs should be treated within the context of existing curricula."

(8) Student Unions

Student courts and student unions were rejected by the Capital Area Youth Forum participants on the grounds that "student union would be no different that the student council and that administration would push 'it' into reflecting administrative thinking." The better approach, the participants believed, "was for students to influence parents, who, in turn, can influence the school board" on such matters as curriculum chances and choice.

The consensus of thinking was that "student councils should be truly representative of the student body and do what they are supposed to do," (i.e.), "present student opinion to the faculty and to the administration and get things done."

(9) Lower Drinking Age

Although a number of their peer group believed that "all laws currently prescribing a minimum drinking age should be abolished," the teen-agers from 33 schools voted by a 65% margin that the drinking age be maintained at 21 and to reject resolution III-4.

(10) Church Irrelevancy

The irrelevancy of the church in modern society came in for considerable youth comment. Without a percentage vote, resolution III-5 was adopted, with the following comments:

> In the past two decades, there has come about a drastic decline in the attendance of church by the youth of our nation. Today's youth feel that the church is not [illegible]

worthwhile because it is failing to do what it proposes. The church emphasizes the history of the past and is not responsive to the needs of the present. It says it believes in helping those who are poor and needy, yet most of its money is spent to build and maintain large buildings and to support questionably useful projects. The church idealizes brotherhood, yet is one of the most segregated institutions in the country. For these reasons teen-agers feel alienated and either directly oppose the church or are apathetical towards it. There is no place for the teenager in the church of today.

In order to regain the support of young people, religious institutions must free themselves from complacency. There must be a change in stress from presenting religion in a strictly historical sense to the application of basic doctrines as guidelines in the complex and disturbing present. The church must serve as a stimulant for personal thought by presenting contemporary problems to the people. This can only be done if the church modernizes its approach to religion. Such previously unorthodox methods such as the utilization of jazz services, group participation and youth-led services can serve to make the church part of the contemporary world and allow it to become a more meaningful part of the modern church member's life.

(11) Legalized Marijuana

On the broad subject of "Gaps Within the Individual" resolution III-2, Capital Area Youth Forum participants rejected the idea that "marijuana should be legalized." The reason that 65% of the participants rejected this proposal was "it could encourage overall drug use and pave the way for hard line (heroin, etc.) drug use."

(12) Police Image

Capital Area Youth Forum participants were well-aware of the rising crime rate and whether or not "police were fulfilling their role as 'public protectors.'"

Citizens no longer look upon policemen as their protectors but as their adversaries. There is a lack of responsibility on the part of the citizen to recognize the police force as the deterrent of crime. Until this gap is bridged, we feel that crime rate will continue to climb.

By a 72% vote, participants called for "improvement of the image of police" and advocated that "law officers become involved in social aspects of the community."

> Better publicity for the police force should be undertaken on the local level. Police should work to improve their image and grade school children should be taught the proper role of the policeman in order that respect for them may grow. If this respect does not evolve, we feel that it may be necessary to increase the power of the police to gain respect and effectiveness through strength.

(13) Hippie Image

Youth Forum members by a vote of 78% adopted statement V-8 referring to the gap between the "Hippie" and society. Calling for greater recognition of the "Hippie" movement and its "idealism," the Youth Forum proposed

> That the hippie element be regarded more seriously and that their full potential to bring about change be realized. In view of this realization, it may be necessary to accept some hippie ideas in order to protect and improve the present social structure.

(14) Viet Nam War

Although President now has called for a gradual withdrawal of American forces from Viet Nam, the Capital Area Youth Forum participants rejected by a 66% vote statement I-2 which called for the "United States to accept the National Liberation Front as a legitimate political organ, . . . the withdrawal of its (the United States') troops from Viet Nam, and through all of the diplomatic powers under its influence, seek to establish a United Republic of Viet Nam headed by a coalition government under the direction of Ho Chi Minh." In the "Gaps Between Nations" topics for the 1969 Capital Area Youth Forum, only statement I-2 is relevant to the Education, Youth Values and Home Life topics of the Governor's Committee on Children and Youth.

(15) Birth Control

On the subject of birth control, by a 56% vote, Youth Forum articipants adopted resolution III-6 and recommended that "the ederal, state and local governments pursue a vigorour program of irth control education, and that appropriate materials be supplied ithout cost to all married women upon request.

SECTION IV.

One of the statements made in the Pennsylvania Human Relations Commission booklet, referred to previously, pages 8-9, centers on:

> The evident failure to include the Black student in the total social structure contingent to the academic program; the failure to incorporate Negro history and contributions into curriculum; the inadequacy and reported insensitivity of counselling and remedial services have been indicated as discernible factors in the development of an academic environment, practice and custom, not conducive to a total student enrichment program. The high drop-out rate and disciplinary problems of Black students have, in great part, resulted from these apparent inequities.

a. Dauphin County recommends

(1) We call for total and complete integration of black people into all aspects of American life.

(2) We believe that black people should be given more active roles in school administration and student government along with white students.

(3) There should be incorporation of black heritage, black culture and black history. However, these should not be separate and distinct entities but should be integrated into the total history and social science presentations.

a. In regard to school integration in Harrisburg City Schools, Dr. David H. Porter, acting superintendent, has stated that three of the elementary schools, Hamilton, Downey and Lincoln, would retain predominantly black enrollments. The three schools all have more than 85% black pupils. In the remaining 11 schools, there will be a balanced ratio of 62% white pupils and 38% black pupils. "A minimum of transportation by bus" will be needed, Dr. Porter said.

(4) The Committee deplores excessive abuse of the right of dissent and calls for voluntary restraint on the part of participants with contra-opposed parties working in concert toward amicable resolutions of difficulties. The Committee does not recommend the establishment of compulsory arbitration but urges fair and equitable settlement of problems within the framework of our democratic situation.

(5) We go on record as condemnatory of organizations which espouse idealism and brotherhood and who, in practice, refute these professed ideals by permitting discriminatory practices in regard to color, creed or national origin.

(6) The State Legislature is urged to act immediately to lower the voting age to 18 years.

(7) Institution of minority affairs courses was discussed in (3).

(8) Student courts or student unions are not advocated but it is recommended that school administrations take the necessary action to insure that student councils are representative of the total student body and perform the tasks they are supposed to accomplish. Student councils should present student opinion to the faculty and the administration.

(9) In view of the attitudes expressed in the Capital Area Youth Forum, and in the interest of the health and welfare of teen-age youngsters, strenuous opposition is voiced herewith to lowering the drinking age from 21 years.

(10) The Committee is concerned with the irrelevancy of much of church activities in the present society and urges the clergy to join with the laity, and particularly young people, in reappraising the role of the church as America enters the 1970-1980 period.

(11) In view of the attitude expressed by the Capital Area Youth Forum, marijuana should not be legalized.

(12) It is to the credit of Mayor Albert Straub and Acting Harrisburg Police Chief Martin Watts that Harrisburg policemen will undergo "sensitivity" training. The Governor and the Attorney General and the State Police Commissioner are urged to join with others in an ambitious program designed to raise the image of the individual policeman as a public protector and not as an adversary. Police at all levels should be required to take "sensitivity" training, particularly in dealing with minority problems and ghetto people. The police should be encouraged to participate in the social work of the community, particularly among youth.

(13) Efforts should be undertaken to encourage "hippie" return to the mainstream of our society. This is a long-term effort which involves determination of the root causes of alienation of these young people in the first place.

(14) Dedicated and interested Americans are urged to give support to President Nixon and his Administration in his program to secure just and honorable peace in Viet Nam and the eventual withdrawal of American troops from Southeast Asia. The Committee does not make a formal recommendation in this sphere.

SECTION V.

The Dauphin County Committee believes that the Capital Area Youth Forum has been a worthwhile program and intends that it should be retained during the 1970-80 period. It urges other areas to investigate the program and to determine if similar programs could be worthwhile in other areas of the Commonwealth.

## PUBLIC INFORMATION

In both the Dauphin County Committee for the White House Conference on Children and Youth and also for the Capital Area Youth Forum, there is a Public Information Committee. Mrs. JoAnn (Messersmith) Mitchell, a second year law student at Dickinson College, was Public Information Chairman and Adult Adviser for the Youth Forum. Mrs. Mitchell did an outstanding job in both capacities and deserves the commendation and warmest thanks of the committee concerned. WITF-TV, WTPA and the Patriot-News were most cooperative in all phases of the program.

The Dauphin County Committee urges other counties to have workable public information committees for the work of the Governor's Committee on Children and Youth so that the public may be completely informed as to the nature, scope and importance of this activity.

A list of committee organizational members in Dauphin County is appended hereto.

## ACKNOWLEDGEMENT

The Committee expresses its great appreciation to Brother Elias Andrew, F.S.C., Principal of Trinity High School, for his school's hosting the 1969 Capital Area Youth Forum. Our thanks and appreciation also go to Mr. Edward Palmer, Principal of Lebanon Senior High School, Adult General Chairman, for the 1969 Capital Area Youth Forum and whose school will be the location of the 1970 Forum on March 13. Our special appreciation goes to Mr. William D. Cotter and the late Mr. Felix Geisler for their valuable assistance in helping to prepare and computer process the survey and to Mr. John Caruso for preparing the Cobol program. Without their assistance and that of Mr. Robert Bartlett, Commonwealth Secretary of Highways, Mr. Warner DePue, Commonwealth Secretary of Revenue and Mr. Robert Hetherington, Public Information Director of the Department of Highways, it would have been impossible to complete the program.

There are many other persons who deserve praise and commendation for their assistance in the Dauphin County area. However, the list would be numerous and lengthy. To these, we give a most sincere "thank you."

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People listed are those who attended one or more committee meetings of the White House Conference on Children and Youth.

# 1968


# Student Survey Results

**PURPOSE**

*The purpose of the Capital Area Youth Forum shall be to provide opportunities for our youth to participate in and become a part of those democratic processes and experiences deemed to be vital to the growth and training of desirable citizens in a free society.*

# *Introduction*

The purpose of the 1968 Capital Area Youth Forum Student Survey was to discover teen-age thinking, ideas, views, trends, attitudes, beliefs and tastes. Specifically, the purpose was to find out what teens really think about the many and complex problems that face their generation.

In answering the questions, every effort was made to retain anonymity and eliminate personal risk on the part of the 10th, 11th and 12th graders in 30 Harrisburg area senior high schools who answered the 80 questions. Students were asked to be honest and truthful in marking their responses with a No. 2 pencil on electronic data processing IBM answer sheets. They were asked NOT to reveal their identity in any manner or to sign their names to the answer sheets.

Printed herein are the response percentages for each question for the 17,817 10th through 12th grade students who completed the questionnaire. For convenience of the reader, the original instructions to the students plus a sample answer sheet also are printed herein.

The Patriot and The Evening News is proud to have sponsored the Capital Area Youth Forum program as a community service since its inception nearly eight years ago. Newspaper management acknowledges with great appreciation the amount of time and effort that the 1968 Youth Forum Student Cabinet devoted to the survey questionnaire in an effort to learn what "teens really think."

At the same time, the Patriot-News also expresses its great appreciation to the Adult Steering Committee, headed by Brother Elias Andrew, F.S.C., Principal of Trinity High School; to the Student Cabinet Adviser, Miss Linda L. Bowman and to the many other persons who gave unselfishly of their time and talent over the years in fostering the Capital Area Youth Forum and in this instance, in helping with the survey program.

The Patriot-News Co.

# Capital Area Youth Forum

(ORIGINAL LETTER TO STUDENTS AND INSTRUCTIONS)

## *Please Read This Carefully*

Dear Student:

The purpose of this questionnaire is to discover teen-age thinking, ideas, views, trends, attitudes, beliefs and tastes. Specifically, the purpose is to find out what teens really think about the problems that face their generation.

In answering the questions, there will be no personal risk on your part. Please DO NOT sign your name or in any other way indicate who you are.

We appreciate your cooperation in answering the questions honestly and truthfully. Before you begin, please read the brief instructions printed below. Thank you.

1968 Capital Area Youth Forum
Survey Committee

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## *INSTRUCTIONS*

1. Please use only a No. 2 pencil.
2. Answer Question 1 FIRST, then Question 3 *NOT* 2.
3. Then Question 5, then 7, then 9, 11, 13, 15, etc.
4. When you have finished with 99, go to the top of the second column and answer Question 2, then 4, 6, 8, etc. There are 80 questions in all.
5. DO NOT WASTE TIME. Answer what you think BEST answers the question.
6. MARK ONLY ONE of the dotted spaces. Fill in the dotted line of an answer space completely.
7. Please DO NOT FILL in more than the dotted line space or give two answers to the same question or the electronic data processing equipment will reject your answer sheet. Your sheet will also be rejected if any question is unanswered. If you do not wish to answer a question, or if you are not satisfied with any of the answer choices, mark the "O" (no answer) slot. For each question there must be one and only one answer.
8. Please try NOT to erase. If you *MUST* erase, do it cleanly.
9. Now go to the next page and start answering Question No. 1.

THANK YOU!

---

PARTIAL SAMPLE OF ORIGINAL IBM ANSWER SHEET USED FOR RESPONSES

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 2 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| 3 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 4 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 5 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 6 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| 7 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 8 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 9 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 10 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| 11 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 12 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 13 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 14 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |

## GENERAL

1. What is your favorite leisure time activity?

| | | |
|---|---|---|
| 0. | No answer | 1.5% |
| 1. | No preference | 5.9 |
| 2. | Participation sports | 25.4 |
| 3. | Spectator sports | 6.8 |
| 4. | Watching television | 11.5 |
| 5. | Reading newspapers | 0.4 |
| 6. | Listening to radio | 8.2 |
| 7. | Listening to records | 10.3 |
| 8. | Dancing | 8.7 |
| 9. | Other | 20.8 |

3. How many minutes each weekday do you spend watching television?

| | | |
|---|---|---|
| 0. | No answer | 3.1% |
| 1. | None | 3.6 |
| 2. | 15 minutes | 2.8 |
| 3. | 30 minutes | 8.1 |
| 4. | 45 minutes | 2.9 |
| 5. | 1 hour | 13.3 |
| 6. | 1 hour and one-half | 10.9 |
| 7. | 2 hours | 17.1 |
| 8. | 3 hours | 14.2 |
| 9. | More than three hours | 23.5 |

5. How many minutes each weekday do you spend listening to radio?

| | | |
|---|---|---|
| 0. | No answer | 4.8% |
| 1. | None | 5.3 |
| 2. | 15 minutes | 13.2 |
| 3. | 30 minutes | 13.7 |
| 4. | 45 minutes | 7.0 |
| 5. | 1 hour | 14.8 |
| 6. | More than one hour | 40.8 |

7. How many minutes each weekday do you spend reading newspapers?

| | | |
|---|---|---|
| 0. | No answer | 5.1% |
| 1. | None | 8.2 |
| 2. | 15 minutes | 47.3 |
| 3. | 30 minutes | 21.8 |
| 4. | 45 minutes | 5.8 |
| 5. | 1 hour | 5.6 |
| 6. | More than one hour | 5.8 |

9. What is your favorite TV program?

| | | |
|---|---|---|
| 0. | No answer | 5.7% |
| 1. | Mission Impossible | 17.3 |
| 2. | Star Trek | 12.5 |
| 3. | Smothers Brothers | 14.6 |
| 4. | Tonight Show | 3.4 |
| 5. | Dean Martin | 5.9 |
| 6. | I Spy | 7.9 |
| 7. | Mannix | 3.0 |
| 8. | Sports Specials | 8.0 |
| 9. | Other | 21.2 |

11. Which daily newspaper do you read most frequently?

| | | |
|---|---|---|
| 0. | No answer | 8.7% |
| 1. | Harrisburg Patriot | 24.2 |
| 2. | Harrisburg Evening News | 50.8 |
| 3. | Philadelphia Inquirer | 1.4 |
| 4. | Philadelphia Bulletin | 0.4 |
| 5. | New York Times | 2.1 |
| 6. | New York Daily News | 0.8 |
| 7. | Other | 11.2 |

13. What radio station do you listen to most often?

| | | |
|---|---|---|
| 0. | No answer | 2.4% |
| 1. | FM Radio | 2.6 |
| 2. | WHP | 2.5 |
| 3. | WSBA | 11.7 |
| 4. | WFEC | 54.9 |
| 5. | WCMB | 2.4 |
| 6. | WKBO | 1.1 |
| 7. | WIOO | 16.1 |
| 8. | WORK | 0.2 |
| 9. | Other | 5.6 |

15. What changes would you most like to see on TV?

| | | |
|---|---|---|
| 0. | No answer | 10.1% |
| 1. | No changes | 8.2 |
| 2. | More comedy shows | 9.4 |
| 3. | More Westerns | 2.8 |
| 4. | More drama | 4.8 |
| 5. | More documentaries | 2.8 |
| 6. | More teen programs | 21.8 |
| 7. | More movies | 21.0 |
| 8. | More Specials | 11.1 |
| 9. | Other | 7.6 |

17. What changes would you most like on the radio station you listen to most frequently?

| | | |
|---|---|---|
| 0. | No answer | 14.9% |
| 1. | More FM music | 4.3 |
| 2. | More "rock" music | 17.9 |
| 3. | More "soul" music | 12.1 |
| 4. | More "folk" music | 5.7 |
| 5. | More D.J. "yak" | 0.6 |
| 6. | More world and national news reporting | 2.0 |
| 7. | More local news | 1.1 |
| 8. | More school news | 4.7 |
| 9. | Other | 6.1 |

19. What interests you most in newspapers?

| | | |
|---|---|---|
| 0. | No answer | 6.1% |
| 1. | Front page | 17.0 |
| 2. | Sports | 26.9 |
| 3. | Women's news | 10.0 |
| 4. | Local news | 5.4 |
| 5. | School news | 4.7 |
| 6. | Editorial page | 2.3 |
| 7. | Comic pages | 19.7 |
| 8. | Advertising | 3.6 |
| 9. | Other | 3.8 |

21. What is your favorite newspaper column?

| | | |
|---|---|---|
| 0. | No answer | 33.7% |
| 1. | Dear Abby | 36.0 |
| 2. | Ann Landers | 8.6 |
| 3. | Paul Beers | 2.4 |
| 4. | Earl Wilson | 1.0 |
| 5. | Walter Winchell | 1.4 |
| 6. | Leonard Lyons | 1.0 |
| 7. | Evans and Novak | 0.4 |
| 8. | Victor Reisel | 0.3 |
| 9. | Other | 14.7 |

23. What is your favorite newspaper feature?

| | | |
|---|---|---|
| 0. | No answer | 18.8% |
| 1. | Reading for Relaxation page | 4.4 |
| 2. | Young America page | 6.4 |
| 3. | This Generation page | 9.5 |
| 4. | Horoscope (Astrological Forecast) | 20.9 |
| 5. | Crossword Puzzle | 2.4 |
| 6. | Stock Market page | 3.0 |
| 7. | Amusement page | 15.4 |
| 8. | Daily TV Schedules | 5.0 |
| 9. | Other | 13.8 |

25. What is your favorite newspaper comic strip?

| | | |
|---|---|---|
| 0. | No answer | 8.2% |
| 1. | Blondie | 15.9 |
| 2. | Dick Tracy | 4.0 |
| 3. | Wizard of Id | 7.2 |
| 4. | Beetle Bailey | 17.0 |
| 5. | Steve Canyon | 1.0 |
| 6. | Li'l Abner | 5.5 |
| 7. | Tales of Green Beret | 2.5 |
| 8. | Smith Family | 17.5 |
| 9. | Other | 20.6 |

27. What change would you most like to see in the newspaper you read most frequently?

| | | |
|---|---|---|
| 0. | No answer | 17.1% |
| 1. | More high school coverage | 23.5 |
| 2. | More girls' sports news | 4.7 |
| 3. | More auto racing news | 8.0 |
| 4. | More pictures | 4.4 |
| 5. | More teen fashion news | 12.2 |
| 6. | More local news | 4.0 |
| 7. | More world and national news | 6.2 |
| 8. | More on Viet Nam | 10.5 |
| 9. | Other | 8.8 |

## SCHOLASTIC

29. Do you copy homework?

| | | |
|---|---|---|
| 0. | No answer | 3.3% |
| 1. | Never | 15.5 |
| 2. | Seldom | 66.5 |
| 3. | Frequently | 12.4 |
| 4. | Always | 1.9 |

31. Do you give or obtain answers illegally during tests?

| | | |
|---|---|---|
| 0. | No answer | 7.9% |
| 1. | Never | 38.9 |
| 2. | Seldom | 45.3 |
| 3. | Frequently | 7.8 |

33. Why do you cheat?

| | | |
|---|---|---|
| 0. | No answer | 18.0% |
| 1. | I do not cheat | 37.3 |
| 2. | To get good grades for college and jobs | 16.4 |
| 3. | Pressure from parents | 7.4 |
| 4. | Others do it | 3.0 |
| 5. | See nothing wrong with it | 2.9 |
| 6. | To get away with it | 2.1 |
| 7. | I do not know why I cheat | 12.4 |

35. What is your attitude toward school?

| | | |
|---|---|---|
| 0. | No answer | 7.3% |
| 1. | I do what is required and more | 25.4 |
| 2. | I do what is required of me | 52.5 |
| 3. | I do less than is required of me | 6.9 |
| 4. | I don't care | 7.7 |

37. Should voluntary devotions be allowed in public schools?

| | | |
|---|---|---|
| 0. | No answer | 17.2% |
| 1. | Yes | 72.9 |
| 2. | No | 9.8 |

39. What changes would you like to see in your school curriculum?

| | | |
|---|---|---|
| 0. | No answer | 12.1% |
| 1. | No changes | 11.8 |
| 2. | Increased math programs | 4.1 |
| 3. | Increased science programs | 4.9 |
| 4. | Increased foreign language programs | 4.8 |
| 5. | Increased social studies programs | 2.1 |
| 6. | Increased depth study in English | 1.9 |
| 7. | More independent study and research | 15.8 |
| 8. | Variations in your curriculum, such as philosophy or psychology courses | 20.5 |
| 9. | Other | 21.4 |

41. Should all high schools offer the same courses and have the same grading system?

| | | |
|---|---|---|
| 0. | No answer | 8.9% |
| 1. | Yes | 52.2 |
| 2. | No | 38.7 |

43. Do you plan on a higher education?

| | | |
|---|---|---|
| 0. | No answer | 10.5% |
| 1. | No | 19.6 |
| 2. | Yes, in Pennsylvania | 46.3 |
| 3. | Yes, outside of Pennsylvania | 23.4 |

## CIVIL RIGHTS

45. My race is:

| | | |
|---|---|---|
| 0. | No answer | 1.9% |
| 1. | Caucasian (white) | 89.9 |
| 2. | Negroid | 6.2 |
| 3. | Mongolian | 0.8 |
| 4. | Other | 1.0 |

47. Would you date a person of a different race?

| | | |
|---|---|---|
| 0. | No answer | 13.4% |
| 1. | Yes | 22.3 |
| 2. | No | 64.2 |

49. How would you react to one of your friends dating a person of a different race?

| | | |
|---|---|---|
| 0. | No answer | 9.7% |
| 1. | Reject him | 6.6 |
| 2. | Retain friendship | 46.5 |
| 3. | Would not be as good a friend, but would still maintain some kind of relationship | 20.2 |
| 4. | Try to change his mind | 16.7 |

51. Would you date a person who has dated interacially?

| | | |
|---|---|---|
| 0. | No answer | 25.5% |
| 1. | Yes | 32.1 |
| 2. | No | 42.3 |

53. Why do you oppose racial intermarriage?

| | | |
|---|---|---|
| 0. | No answer | 9.2% |
| 1. | I do not oppose racial intermarriage | 16.5 |
| 2. | See nothing wrong with it | 5.9 |
| 3. | Have fear that children of this union would be rejected by society | 36.3 |
| 4. | Feel that the races were not meant to intermarry | 23.0 |
| 5. | Feel that it would help quell racial tensions | 2.0 |
| 6. | No particular reason | 6.8 |

55. Why are you racially prejudiced?

| | | |
|---|---|---|
| 0. | No answer | 15.2% |
| 1. | I am not racially prejudiced | 56.0 |
| 2. | Feel my race is superior | 5.7 |
| 3. | Opposite race is not my social equal | 3.3 |
| 4. | Inherited this prejudice | 6.7 |
| 5. | My friends don't accept the opposite race, so therefore I don't either | 1.6 |
| 6. | No particular reason | 11.1 |

57. Would you reject or object to a person of another race moving next door to you?

| | | |
|---|---|---|
| 0. | No answer | 12.6% |
| 1. | Yes | 16.5 |
| 2. | No | 70.7 |

59. Should schools be integrated?

| | | |
|---|---|---|
| 0. | No answer | 16.5% |
| 1. | Yes | 52.7 |
| 2. | No | 30.6 |

61. Would you participate in a civil rights demonstration?

| | | |
|---|---|---|
| 0. | No answer | 14.6% |
| 1. | Yes | 16.7 |
| 2. | No | 68.6 |

## NATIONAL PROBLEMS

63. Should armed forces inductees be chosen by:

| | | |
|---|---|---|
| 0. | No answer | 15.4% |
| 1. | National lottery (men chosen at random) | 6.3 |
| 2. | Classification (present system) | 53.2 |
| 3. | All men should serve | 24.8 |

65. Should the federal government be solely responsible for poverty-stricken areas?

| | | |
|---|---|---|
| 0. | No answer | 9.4% |
| 1. | Yes | 23.3 |
| 2. | No | 67.1 |

67. Should the present poverty program be:

| | | |
|---|---|---|
| 0. | No answer | 5.9% |
| 1. | Increased | 41.9 |
| 2. | Decreased | 11.2 |
| 3. | Maintained | 16.0 |
| 4. | I do not know | 24.7 |

69. Is draft-card burning morally justified?

| | | |
|---|---|---|
| 0. | No answer | 13.0% |
| 1. | Yes | 14.1 |
| 2. | No | 72.7 |

71. Is the pledge of allegiance a habit being said without thought of meaning?

| | | |
|---|---|---|
| 0. | No answer | 8.9% |
| 1. | Yes | 67.8 |
| 2. | No | 23.1 |

73. Should the voting age be:

| | | |
|---|---|---|
| 0. | No answer | 3.0% |
| 1. | 17 | 3.8 |
| 2. | 18 | 46.3 |
| 3. | 19 | 7.0 |
| 4. | 20 | 3.9 |
| 5. | 21 | 32.9 |
| 6. | Over 21 | 2.7 |

75. Should the space program be allotted:

| | | |
|---|---|---|
| 0. | No answer | 15.7% |
| 1. | More funds | 26.6 |
| 2. | Less funds | 17.0 |
| 3. | Present funds adequate | 40.5 |

77. Do you support President Johnson's domestic policy?

| | | |
|---|---|---|
| 0. | No answer | 35.6% |
| 1. | Seldom | 24.7 |
| 2. | Never | 15.4 |
| 3. | Frequently | 20.9 |
| 4. | Always | 3.1 |

79. Do you support President Johnson's foreign policy?

| | | |
|---|---|---|
| 0. | No answer | 28.1% |
| 1. | Seldom | 25.7 |
| 2. | Never | 18.9 |
| 3. | Frequently | 21.7 |
| 4. | Always | 5.3 |

## VIETNAM

81. Generally, is our position in Vietnam justified?

| | | |
|---|---|---|
| 0. | No answer | 12.3% |
| 1. | Yes | 56.6 |
| 2. | No | 31.0 |

83. Is the United States trying hard enough to arrange peace?

| | | |
|---|---|---|
| 0. | No answer | 10.3% |
| 1. | Yes | 35.8 |
| 2. | No | 53.7 |

85. Should the United States pull out of Vietnam?

| | | |
|---|---|---|
| 0. | No answer | 7.1% |
| 1. | Yes, no matter what | 10.8 |
| 2. | Yes, only after a negotiated peace | 43.9 |
| 3. | Yes, only after military victory | 12.4 |
| 4. | No | 25.5 |

87. How should we change our war effort in Vietnam?

| | | |
|---|---|---|
| 0. | No answer | 9.9% |
| 1. | Increased bombing | 22.4 |
| 2. | Increase number of troops in South Vietnam | 2.4 |
| 3. | Invade North Vietnam | 12.5 |
| 4. | Overall military build-up | 10.6 |
| 5. | Halt bombing with hope of negotiated peace | 9.9 |
| 6. | Gradual decrease and eventual pull-out | 5.2 |
| 7. | Hold only strategic defensive positions | 2.8 |
| 8. | Stay the same | 4.4 |
| 9. | Don't know | 19.4 |

## WORLD PROBLEMS

89. What do you think is the answer to the world's poverty problem?

| | | |
|---|---|---|
| 0. | No answer | 7.8% |
| 1. | Education | 16.9 |
| 2. | Birth control | 15.1 |
| 3. | Economic aid | 4.4 |
| 4. | Development of human and natural resources | 7.2 |
| 5. | All of these | 48.3 |

91. Do you believe that all nations should disarm?

| | | |
|---|---|---|
| 0. | No answer | 18.0% |
| 1. | Yes | 27.7 |
| 2. | No | 54.1 |

93. What trouble spot do you feel poses the greatest threat to world peace?

| | | |
|---|---|---|
| 0. | No answer | 9.6% |
| 1. | United States | 2.0 |
| 2. | Russia | 16.3 |
| 3. | Red China | 55.7 |
| 4. | France | 1.0 |
| 5. | Middle East | 3.5 |
| 6. | Southeast Asia | 9.0 |
| 7. | Greece | 0.0 |
| 8. | Cuba | 0.7 |
| 9. | Other | 1.9 |

95. Should the U. S. give aid to Communist countries?

| | | |
|---|---|---|
| 0. | No answer | 16.5% |
| 1. | Yes | 14.7 |
| 2. | No | 68.7 |

97. How should the U. S. change its foreign aid policy?

| | | |
|---|---|---|
| 0. | No answer | 30.9% |
| 1. | Increase it | 9.5 |
| 2. | Decrease it | 21.2 |
| 3. | Limit only to those nations with pro-Western philosophies | 18.6 |
| 4. | No change | 19.6 |

99. Do you think the U. N. is necessary?

| | | |
|---|---|---|
| 0. | No answer | 8.8% |
| 1. | Yes | 81.9 |
| 2. | No | 9.2 |

2. Is the U. N. achieving its goal as a peace-keeping organization?

| | | |
|---|---|---|
| 0. | No answer | 18.9% |
| 1. | Yes | 30.3 |
| 2. | No | 50.7 |

4. Should Red China be admitted to the United Nations?

| | | |
|---|---|---|
| 0. | No answer | 16.9% |
| 1. | Yes | 33.3 |
| 2. | No | 49.7 |

6 Do the U. N. troops serve a useful purpose?

| | | |
|---|---|---|
| 0. | No answer | 21.9% |
| 1. | Yes | 59.1 |
| 2. | No | 18.8 |

8. Should the U. S. intervene in a country where a Communist takeover is likely?

| | | |
|---|---|---|
| 0. | No answer | 23.8 |
| 1. | Yes | 51.7 |
| 2. | No | 24.4 |

## DRINKING

10. Do you drink alcoholic beverages?

| | | |
|---|---|---|
| 0. | No answer | 1.6% |
| 1. | No | 42.5 |
| 2. | Once in a while | 39.6 |
| 3. | Only at parties | 3.4 |
| 4. | Only on weekends | 5.9 |
| 5. | Very frequently | 6.6 |

12. How much do you drink? Enough to cause:

| | | |
|---|---|---|
| 0. | No answer | 10.2% |
| 1. | I do not drink | 43.4 |
| 2. | Slight effect | 26.9 |
| 3. | Pleasantly high effect | 13.8 |
| 4. | Drunkenness | 4.1 |
| 5. | Passing out | 1.2 |

14. What do you drink?

| | | |
|---|---|---|
| 0. | No answer | 2.3% |
| 1. | I do not drink | 42.2 |
| 2. | Beer | 9.1 |
| 3. | Whiskey | 2.4 |
| 4. | Wine | 6.2 |
| 5. | Mixed drinks | 8.1 |
| 6. | Several of the above | 13.8 |
| 7. | Most of the above | 5.2 |
| 8. | All of the above | 10.3 |

16. Why do you drink?

| | | |
|---|---|---|
| 0. | No answer | 10.2% |
| 1. | I do not drink | 42.8 |
| 2. | Enjoy it | 30.9 |
| 3. | To conform with friends | 3.7 |
| 4. | To be sociable | 7.1 |
| 5. | To relieve tension | 5.0 |

## DRUGS

18. Have you ever taken:

| | | |
|---|---|---|
| 0. | No answer | 3.4% |
| 1. | Addictive drugs (heroin, morphine, cocaine, etc.) | 0.9 |
| 2. | LSD | 1.6 |
| 3. | STP | 0.3 |
| 4. | Marijuana | 2.8 |
| 5. | Non-habit forming drugs (pep-pills, etc.) | 5.4 |
| 6. | None | 85.3 |

20. Have you ever personally been offered the opportunity to obtain illegal drugs?

| | | |
|---|---|---|
| 0. | No answer | 3.6% |
| 1. | Yes | 16.9 |
| 2. | No | 79.4 |

22. Would you take any drugs if you had the chance?

| | | |
|---|---|---|
| 0. | No answer | 4.4% |
| 1. | No | 79.2 |
| 2. | Yes; addictive drugs | 3.1 |
| 3. | Yes; LSD | 2.3 |
| 4. | Yes; STP | 0.3 |
| 5. | Yes; Marijuana | 5.2 |
| 6. | Yes; non-habit forming drugs | 5.2 |

24. Do you feel that the sale and use of marijuana should be legalized?

| | | |
|---|---|---|
| 0. | No answer | 7.4% |
| 1. | Yes | 17.0 |
| 2. | No | 75.4 |

26. If marijuana were legalized, would you use it?

| | | |
|---|---|---|
| 0. | No answer | 7.3% |
| 1. | Yes | 10.6 |
| 2. | No | 82.0 |

28. What do you feel should be done to discourage the use of illegal drugs?

| | | |
|---|---|---|
| 0. | No answer | 15.7% |
| 1. | Education | 19.2 |
| 2. | Stricter punishment for drug pushers | 40.5 |
| 3. | Stricter punishment for drug addicts | 8.6 |
| 4. | More rehabilitation and correctional centers for drug addicts | 15.7 |

30. Should a drug addict be treated as a:

| | | |
|---|---|---|
| 0. | No answer | 10.6% |
| 1. | Criminal | 16.3 |
| 2. | Sick individual | 72.9 |

32. Why do you feel there has been an increased popularity in drug usage?

| | | |
|---|---|---|
| 0. | No answer | 8.1% |
| 1. | Curiosity | 25.7 |
| 2. | Easy to obtain | 7.3 |
| 3. | Lack of education | 3.5 |
| 4. | Publicity | 8.1 |
| 5. | Rebellion against society | 15.2 |
| 6. | Tension | 3.5 |
| 7. | Escape reality | 19.3 |
| 8. | Others do it | 7.2 |
| 9. | Other | 1.6 |

## SEX

34. How often have you indulged in necking?

| | | |
|---|---|---|
| 0. | No answer | 7.0% |
| 1. | Never | 20.8 |
| 2. | Once | 5.3 |
| 3. | Seldom | 23.6 |
| 4. | Frequently | 43.0 |

36. How often have you indulged in petting?

| | | |
|---|---|---|
| 0. | No answer | 10.3% |
| 1. | Never | 35.4 |
| 2. | Once | 7.4 |
| 3. | Seldom | 22.7 |
| 4. | Frequently | 23.9 |

38. Do you believe in sexual relations before marriage?

| | | |
|---|---|---|
| 0. | No answer | 12.6% |
| 1. | Yes | 37.4 |
| 2. | No | 49.8 |

40. In the event of premarital pregnancy, do you feel marriage is the solution?

| | | |
|---|---|---|
| 0. | No answer | 5.2% |
| 1. | Always | 4.9 |
| 2. | Never | 6.6 |
| 3. | Depends on circumstances | 83.1 |

42. Do you believe in birth control as a means of family planning?

| | | |
|---|---|---|
| 0. | No answer | 11.5% |
| 1. | Yes | 47.2 |
| 2. | No | 41.2 |

44. Under what circumstance(s) do you believe in abortion?

| | | |
|---|---|---|
| 0. | No answer | 12.4% |
| 1. | Never | 21.3 |
| 2. | To prevent harm to the mother | 8.8 |
| 3. | To prevent the birth of a malformed child | 5.6 |
| 4. | Illegitimacy | 1.3 |
| 5. | To prevent the birth of a child conceived by rape or incest | 7.5 |
| 6. | All of the above | 11.9 |
| 7. | All of the above *except* illegitimacy | 30.9 |

46. Do you believe abortion should be legalized?

| | | |
|---|---|---|
| 0. | No answer | 7.9% |
| 1. | Yes | 18.9 |
| 2. | No | 26.7 |
| 3. | Only in specific cases | 46.3 |

## CRIME

48. Do you steal?

| | | |
|---|---|---|
| 0. | No answer | 7.6% |
| 1. | Never | 64.1 |
| 2. | Seldom | 24.9 |
| 3. | Frequently | 3.2 |

50. If you steal, why?

| | | |
|---|---|---|
| 0. | No answer | 9.7% |
| 1. | I do not steal | 64.8 |
| 2. | Really needed it | 3.9 |
| 3. | Wanted to meet the challenge of getting it | 6.3 |
| 4. | Really wanted it | 5.6 |
| 5. | Other reasons | 9.4 |

52. Do you know anyone who makes a habit of stealing?

| | | |
|---|---|---|
| 0. | No answer | 6.6% |
| 1. | Yes | 53.3 |
| 2. | No | 40.0 |

54. How should we deal with a criminal convicted of first-degree murder?

| | | |
|---|---|---|
| 0. | No answer | 14.8% |
| 1. | Death | 31.1 |
| 2. | Sent to a rehabilitation or correction center | 15.0 |
| 3. | 10 years imprisonment | 2.1 |
| 4. | 20 years imprisonment | 2.3 |
| 5. | 30 years imprisonment | 3.7 |
| 6. | Life-time imprisonment | 30.7 |

## MISCELLANEOUS

56. Which of the major problem areas discussed in this questionnaire concerns you most?

| | | |
|---|---|---|
| 0. | No answer | 17.4% |
| 1. | Scholastic | 14.1 |
| 2. | Civil Rights | 7.3 |
| 3. | Drinking | 3.9 |
| 4. | Crime | 2.4 |
| 5. | Drugs | 5.9 |
| 6. | World Problems | 8.9 |
| 7. | Vietnam | 12.0 |
| 8. | National Problems | 3.1 |
| 9. | Sex | 24.5 |

58. I am:

| | | |
|---|---|---|
| 0. | No answer | 5.0% |
| 1. | A boy | 47.6 |
| 2. | A girl | 47.2 |

60. I am a

| | | |
|---|---|---|
| 0. | No answer | 5.2% |
| 1. | 10th grader | 32.5 |
| 2. | 11th grader | 33.0 |
| 3. | 12th grader | 29.0 |

# 1969 CAPITAL AREA YOUTH FORUM

March 14, 1969

Trinity High School

Shiremanstown, Pennsylvania

FINAL REPORT

# FOREWORD

The Capital Area Youth Forum in 1969 had a new focus. Youth was not satisfied merely to discuss issues but instead searched beyond for specific solutions to the major problems of today. By considering a series of resolutions in each of the six broad topic areas, we sought to begin to fulfill the forum's theme: " Bridging Gaps."

Admittedly, the forum had assumed an impossible task. We were attempting in some thirty-five minutes of discussion time to produce solutions to complex problems that have baffled men for generations. At the same time, however, we were taking on the valuable opportunity to confront problems that would significantly affect our lives.

Here, then, are the results of that confrontation. We sincerely hope that the gaps that divide people will be bridged and that our recommendations, if adopted, will help us reach that goal. We are confident of having bridged one gap already, however, regardless of the fate of our proposals: we have bridged the gap between ourselves and the important issues of our time.

DONALD S. ELPENBEIN
Teen Chairman
John Harris High School

## PURPOSE

The purpose of the Capital Area Youth Forum shall be to provide opportunities for our youth to participate in and become a part of those democratic processes and experiences deemed to be vital to the growth and training of desirable citizens in a free society.

## STATEMENT OF OBJECTIVES

We, the members of the 1969 Capital Area Youth Forum, seek to find ways to bridge the gaps that exist in ourselves, in our nation, and in our world. We hope that through the open discussion, the thoughtful analysis of problems, and the formulation of specific solutions, we can better prepare to become more responsible human beings and to build a better society.

GENERAL OUTLINE OF THE 1969 YOUTH FORUM

The work of the 1969 Cabinet began with its first meeting in August, 1968. Introductions and getting acquainted were the first order of business, and broadly based discussions on poverty, civil rights, Vietnam, and other subjects were held in order to define the framework for this year's Forum topics. After several such discussion meetings, under the temporary chairmanship of Miss Jo Messersmith, the Assistant Coordinator, it was decided that the Youth Forum should change its focus from seeking teen attitudes to finding workable solutions. Therefore, the 1968 survey was not renewed this year.

Several weeks were allowed for getting to know each other's capabilities and talents, and after this was accomplished, the Nominating Committee was chosen and set to work on a slate of officers and speakers. The committee suggested Don Elfenbein, John Harris, for Chairman; Randy Wert, from C.D. East, Vice-Chairman; Giovanna Verna, Bishop McDevitt, Recording Secretary; Mindy Bowman, Big Spring, Corresponding Secretary; Joyce Mader, Central Dauphin, Mistress of Ceremonies; and in the newly created position of Dinner Program Chairman, Suellen Wolfe of William Penn. The following Cabinet members were named as speakers: Barbara Carey, Camp Hill; Deb Wallet, Cumberland Valley; Marty Ross, Susquehanna Twp.; Steve Brinser, Newport; Ted Them, Mechanicsburg; and Bill McDaniel, Cedar Cliff. Tom Hoopes, Northern, and Frank Demmy, Central Dauphin, were nominated as alternate speakers. All of the nominations were accepted by the Cabinet.

Early in November, the Cabinet, using the previously stated discussions as a foundation, set about to choose a theme for the 1969 Forum. After numerous suggestions were discussed and rejected, "Bridging Gaps" was chosen as our theme. Soon thereafter, Cabinet members were divided among the five standing committees, Day Program, Evening Program, School and Community, Public Information and Dinner Program. The officers served as chairmen of the committees. Under this theme, it was decided, were many individual "gaps" such as the generation and credibility gaps. Discussion groups decided that they could be divided into six general and related areas. The topic groups agreed upon were Gaps Within Individuals, Gaps Between Groups, Gaps Within the Educational System, Gaps Between Races, Gaps Between the Individual and Government and Gaps Between Nations. Members of the Cabinet believed that this arrangement would provide sufficient coverage of topics and at the same time, limit overlapping.

Several other innovations were made in the Youth Forum format this year. It was agreed to suggest to the Adult Steering Committee the possibility of expanding the discussion sessions on the Forum day to include the morning hours in addition to the usual afternoon period. Suggestions were also made to the schools concerning the method of choosing representatives to the Forum. Another addition was the introduction of the resolution system for a discussion outline. These solutions contained an analysis of the problem presented and a proposed, workable solution. The member schools submitted at least six but no more than thirty resolutions to the Cabinet, which amended them and chose eight for discussion in each topic area. This year's Cabinet also achieved a long-time Youth Forum goal. The entire Forum day was video-taped by WITF-TV for use in a lengthy presentation of the day's events, which was aired on March 20, 1969. Approximately seven hundred students from thirty-three area high schools participated in this event.

RANDALL WERT
Vice-Chairman
Central Dauphin East High School

SUMMARY REPORT OF THE
RESOLUTIONS COMMITTEE

In past years, delegates to the Youth Forum discussed general problems based on question outlines. This year, however, the Cabinet decided to shift the emphasis of the Forum from the discussion of problems to the discussion of solutions. To do this, the Forum was built around a system of resolutions, officially called " statements."

Under this system, each participating school was responsible to submit no less than five and no more than thirty statements. Each statement was to include a brief analysis of a specific problem and a proposed solution to that problem.

Once these statements were gathered by the Cabinet, they were turned over to the Evening Program speakers in each topic area. The speakers read through all the statements, edited and refined them, and finally returned eight statements in each area to the Resolutions Committee. The Resolutions Committee then rewrote and edited the statements, putting them in final standard form and typing them on stencils for printing. When the work of the Committee was finished, a total of forty-eight statements were ready for the Forum, or eight statements in each of the six topic areas.

On the day of the Forum, these statements were discussed and voted on. Recorders were instructed to carefully record all dissenting opinions, as well as any suggestions for amendment of the statements. The final reports of the speakers were based on both the formal voting and the discussion notes.

The following list is a brief summary of the forty-eight statements discussed by the Forum. It should be noted that many of these statements were voted down while others passed only by thin margins. The Roman numeral on each statement number refers to the Topic Area number.

I:1 Abolition of single power veto in U.N. Security Council.
I:2 Withdrawal of American troops from Vietnam and formation of a coalition government under Ho Chi Minh.
I:3 Admission of Red China to the U.N.
I:4 End of coexistence policies toward Communist world and firm resistance to spread of Communist rule.
I:5 Withdrawal of American recognition of Rhodesia, South Africa and Portuguese Angola and support of native African nationalists.
I:6 Pressure on American allies now ruled by minority or military dictatorships to institute immediate democratic reforms; support of popular revolutions against such governments if revolt should break out.
I:7 Support of the independence and sovereignty of Israel.
I:8 Poverty and hunger greater threats to free world than Communist aggression.
II:1 Acceptance of Black heritage and " complete and total integration of all aspects of American life."
II:2 Condemnation of racial discrimination in private clubs.
II:3 Integration of Black studies into all areas of education.
II:4 More Black control of schools, courses, student government.
II:5 Rejection of violence under any circumstances.
II:6 Renewed and extended attack on ghetto poverty.
II:7 Immediate end of segregation in American schools.
II:8 Demand for open housing legislation.
III:1 Legalization of abortion in all cases.
III:2 Legalization of marijuana.
III:3 Need for individual to seek his own moral code.
III:4 Abolition of minimum drinking age.
III:5 Inadequacy of traditional religion.

III:6 Government distribution of birth control materials.
III:7 Mandatory school courses in religion and philosophy.
III:8 Dedication to " seek a newer world. "
IV:1 Need for specialization in high school.
IV:2 Uniform grading system based on percentages.
IV:3 Need for powerful student unions in high school.
IV:4 Creation of student courts for student discipline.
IV:5 Need for minority affairs courses integrated into all areas of public education.
IV:6 Re-evaluation of classroom as center of education.
IV:7 Reform of tax system and school expenses aimed at better salaries for teachers and more intelligent educational spending.
IV:8 Need for improved communication between administration and students.
V:1 Need for more understanding of young people by elders.
V:2 Need for formation of a worldwide church.
V:3 Demand for Negative Income Tax.
V:4 Mobilization of industry in attack on poverty.
V:5 Stricter divorce laws among poor.
V:6 Need for federal action in " rural crisis. "
V:7 Need for respect and support of police.
V:8 Need to accept and listen to hippies.
VI:1 Arbitration Board to protect both the principle of majority rule and the right to dissent.
VI:2 Lowering of voting age to eighteen.
VI:3 Abolition of the Electoral College.
VI:4 Strict attitude towards militant or violent campus disorders.
VI:5 Legal responsibility of all Congressmen and Senators to submit annually a resume of all expenses, income, club memberships, stocks, etc. to protect against conflict of interest.
VI:6 Reduction of defense spending and placing of money thus saved in social programs.
VI:7 Support of selective conscientious objection.
VI:8 Creation of a uniform legal code for the entire United States.

FRANK DEMMY
Chairman of the Resolutions Committee
Central Dauphin High School

GAPS BETWEEN NATIONS

The 1969 Youth Forum members who discussed " Gaps Between Nations " based their work upon eight resolutions which are the results of the work within thirty-three area schools. The members discussed openly and freely without any restraint whatsoever. The following topics were the eight resolutions which were discussed, and the results of each shall accompany this report:

1. The United Nations Security Council should abolish the single power veto within its realms; thus, a majority of six of the nine security council member nations would be needed to either pass or reject any proposed measure by the United Nations.

   Fifty-four percent affirmative. Forty-six percent negative.

2. The United States should immediately withdraw its troops from Vietnam, and through all the diplomatic powers under its influence, seek to establish a United Republic of Vietnam, headed by a coalition government under the direction of Ho Chi Minh.

   Thirty-three percent affirmative. Sixty-six percent negative.

3. Red China should be admitted to the United Nations as a full and equal member, even if it is necessary to significantly reduce the power and influence of Nationalist China.

   Eighty-six percent affirmative, Fourteen percent negative.

4. The United States should assume a firm policy of containment in relation to the Communist world, and the free world must recognize the Communist world for the threat that it is and act accordingly, taking definite and firm action to stop any further spread of Communist power.

   Three percent affirmative and a surprising ninety-seven percent negative.

5. The African policy of our government should be redirected to support and encourage the development of African independence and nationalism and to oppose any attempts to establish outside control over Africa or to set up apartheid policies aimed at exploiting and ruling the Black majority.

   Twenty-three percent voiced acceptance, Seventy-seven percent voiced rejection.

6. The United States should pressure all of its allies that are ruled by the military or by minorities to institute immediate and significant reforms or face withdrawal of all United States aid, and the United States should not become involved in any manner, especially militarily, in the defense of unpopular governments from the revolt of the people.

   Twenty-nine percent voiced acceptance. Seventy-one percent voiced rejection.

7. The United States should declare its unconditional support for the freedom and independence of Israel by asserting Israel as a permanent, sovereign nation.

   Sixty percent affirmative, Forty percent negative.

8. The United States should re-evaluate its entire foreign policy and defense policy to the state that we become engaged in a total war against injustice and economic oppression.

   Sixty-one percent said yes. The remaining thirty-nine percent said no.

These facts and figures are fine, but perhaps more interesting are the reasons for voting in such a manner. The reasons for voting as they did demonstrate the problems and ideas that are turned over and over in the minds of today's youth. For example, the resolution stating that there should be a coalition government in Vietnam under Ho Chi Minh would have been more

desirable for discussion if it had called for a coalition government in which the candidates for office had been nominated by the United Nations and elected by the people. And, on the subject of putting a halt to Communism, the ninety-seven percent who voted against such a halt said that they did so because:

1. Communism is here to stay and there is nothing we can do about it.
2. Some countries need Communist trade to survive.
3. We don't know what it is like to live under Communism, so how can we condemn it?
4. Russia, or Communism, is steadily becoming more democratic - why should we stop it now?
5. Communism is good for some countries.
6. America would be hypocritical in eliminating Communism as a choice of government.

Then, on the subject of supporting Israel, the sixty percent who said we must do this, put it in terms of " pride," " integrity," and " being realistic in an approach to seek and establish world peace. "

Thus, you have seen our approach to bridging gaps between nations. We have shown you our methods of discussion, revision, acceptance, and rejection on world issues. We read about them in the newspapers, hear about them on the radio, and discuss them with our friends. But does anyone ever offer a solution to these problems? I think the 1969 Capital Area Youth Forum HAS.

THEODORE F. THEM
Mechanicsburg High School

GAPS BETWEEN RACES

We hear a great deal today of the crisis in Black and White that confronts America. On all sides, we are faced with the crises of race hatred, violence, and the destruction of the very fabric of our society. The problems seem increasingly insurmountable as each new year brings more enmity and more disunion. And it seems that Americans, both Black and White alike, are ever more taking the easy path - calling for increased segregation of the races as the only real answer to America's problems. They view the crisis as insurmountable: too dangerous and too complex to be solved. But when written in Chinese, the word crisis is composed of two characters: one represents danger, and one represents opportunity. The times we live in are dangerous and uncertain, but they are also more open to creative energy than any other time in history. The racial crisis in our country presents us with great peril - but it also offers us the chance to overcome age-old problems. We are faced with the danger of having our nation split asunder - yet we have the opportunity to build a meaningful pattern of life based on ideals and the brotherhood of man, the opportunity to realize the ancient dream of the Greeks: to tame the fierce west wind, and make gentle the life of the earth, not just for Whites, not just for Blacks, but for all men.

Perhaps in the field of education is the greatest remedy needed. Segregated systems are cheating the Black out of a decent education - the ghetto high school graduate receives the equivalent of an eighth grade education, and even so, only five percent of all Negro students in the seventh grade today will finish high school. We call for the strict enforcement of federal laws leading to the immediate denial of all funds and assistance in areas where segregation is flagrant. In districts where de facto segregation is apparent, a redress of the unbalanced situation must be made. But this re-balancing must not be in a forced, coercive manner, such as is involved in the busing of students from one area to another, for such methods can only lead to a deepening of hostilities.

Increased programs of Black studies, especially pertaining to Negro history in America, should be placed in our schools. These programs must be integrated into existing courses where possible and provided as separate electives while complete history courses are being readied. Coupled with this, we call for increaed hiring of minority teachers, if qualified, in all systems.

The problem of race is deeply rooted in the economics of poverty. The city, where the problems of the poor are greatest, is predominantly Black. Thus, any program which tries to relieve racial stress in America must also attack poverty. We call for increased programs to aid the poor, concerned especially in the areas of housing and urban development, education of young and old, on-the-job training, and a revision of the present welfare system. More control over such programs should be in the hands of those whom it directly affects, and not in charge of a bureaucrat in a government office.

Militarism, racism, and violence are fast becoming the hallmarks of American society. Reports and studies have warned of the splitting of America into separate societies, and in place of the drift toward integration, evident just six years ago, we see inceased calls for separation by Whites and Blacks alike. We of the Youth Forum call for the total acceptance of all minorities into all aspects of American life, from universities to private clubs. But rather than force acceptance such as this, or abandon hope in it altogether, we call for all men to accept their fellow citizens and to work for equality of opportunity for all Americans. We recognize the value of militant attitudes in a society slow to change - yet we reject the

simple acceptance of violence as a means of achieving an end. For we do not believe our society to be so decadent, so sluggish, that all channels of communication are closed, all paths to change exhausted. Yet we all must begin to recognize the need for change that is so evident today, before violent change is the only recourse left. We must begin to accept all men before those we reject become too estranged to work any longer within the system.

This, then, is what we propose. It seems an idealistic program, with little hope of realization. It would be easier, as we try to resolve this racial crisis, to say that idealism is fine for speeches, but that high-sounding rhetoric has no place in a harsh world. It seems only right that if we are to find a workable solution to our problems, beliefs in brotherhood and ideals must be sacrificed. But if we are to conquer the problems of bigotry and hatred, education and economics, subjugation and segregation, we must never abandon our beliefs. We must realize that idealism, deep convictions, and high aspirations are not incompatable with practicality and efficiency - that there is no basic discrepancy between what we desire to do to solve this crisis and what we can do to solve it. We know that these beliefs in the brotherhood of man and the goodness of our society in the face of such dangers risk much - but we also know that only those who dare to fail greatly can ever achieve greatly.

We did not choose to be faced with this problem. But the pressures of life are not distributed by choice. The commitments to resolve this crisis have been made for us by history - to fail in our duty, to call for separation or subjugation, to quit the struggle because it seems too difficult, would be to condemn us to every generation to follow. " And while no people have ever faced such a challange - no people have ever been so ready to sieze the burden and the glory of freedom " and equality.

We echo the words of a young poet, who wrote:

Deep in my heart,
I do believe,
We shall overcome, someday.

.....not Black or White, " but Black and White together, " dedicated to the common goals of mankind.

Results of the voting on the resolutions:

| Resolution no. | For | Against |
|---|---|---|
| 1. | 71% | 29% |
| 2. | 99% | 1% |
| 3. | 86% | 14% |
| 4. | 100% | 0% |
| 5. | 57% | 43% |
| 6. | 86% | 14% |
| 7. | 30% | 70% |
| 8. | 99% | 1% |

WILLIAM McDANIEL
Cedar Cliff High School

# GAPS WITHIN THE INDIVIDUAL

The young person of today's society is baffled by a myriad of problems. He is faced by the mysteries of the older generation, Vietnam, the draft, and campus riots. But before he makes an attempt to solve these problems of his approaching adulthood, the teenager must resolve the conflicts within himself. He must come to grips with such publicized issues as drugs, sex, drinking, his religion and various moral questions. Only in facing these issues can the individual hope to bridge the gaps within himself.

The most publicized problem concerning teenagers is the use of drugs. Afew years ago, this issue was judged irrelevant in relation to the Capital Area. However, the use of drugs has become more widespread, and today there are few teenagers who do not know where to purchase marijuana in this area.

The original resolution on Marijuana stated that " marijuana should be legalized, however, only after extensive research has been done on its effects on the human body. " This resolution was defeated. Sixty-five percent of the Youth Forum participants argued that if marijuana were legalized, it would encourage overall use. They also stated that, although marijuana is not physically addictive, it may be psychologically addictive and lead to the usage of hardline drugs.

Most students who felt that marijuana should be legalized, stated that an age limit of eighteen should be established and that a drug control bureau should be set up. The distribution of drugs would be similar to the present sales standards of liquor.

One of the notes taken in a discussion of the elimination of the drinking age limit stated, " Age isn't stopping anyone." However, sixty-eight percent of the students felt that the present age limit should be maintained. Their main argument was that the same teenagers would be drinking, whether or not the drinking age was lowered or eliminated.

The legalization of abortions was one of the most heated discussions of the day. A scant majority of fifty-five percent argued that legalization was necessary to prevent the cripplings and fatalities that result from illegal operations. The majority felt that this should be a decision for the individual, not the government. Some stipulated that abortion should be legalized only in the case of rape. Others said that there should be a thorough investigation into the underworld of the illegal abortion.

Most teenagers today are drifting away from the traditional church, due to a lack of relevance to their lives. The church ideally should serve as a catalyst for personal thought. In this respect it has failed with the young person of today. We therefore recommend that the church adjust itself to the problems of the present by the use of guitar and jazz services and youth-led services.

Many students also felt that courses in basic religious philosophies should be taught in the high school.

Fifty-six percent of the Youth Forum participants felt that birth control devices and education should be made available through federal, state, and local governments. This program should focus on ghetto areas, but not ignore the upper and middle-class societies.

The final resolution, entitled " Towards New Shores,", was passed unanimously. This resolution summarizes the dreams of young people - the search for ego. It urges us to " hold fast to our dreams " and to " dedicate ourselves to an impractical quest, the determination to seek a newer world. " In this spirit, we hope that all Youth Forum delegates have pledged themselves to the exploration of inner space, not through the use of drugs, but through the sincerity of their own ego. To find the " newer world," we must first discover ourselves.

MARTY ROSS
Susquehanna Twp. Senior High School

# GAPS IN THE EDUCATIONAL SYSTEM

The first resolution, dealing with optional specialization beginning in the tenth or eleventh grade and allowing the students to schedule two or three courses a year relating to their chosen professions, was passed sixty-one to twenty-nine percent. In this manner a student would receive a broad educational background and also a more specialized education in preparation for a future career.

Within our educational system, there is much controversy over the best method to evaluate a student's knowledge. However, almost four-fifths of the Youth Forum participants felt that grading should be left to the discretion of the individual school districts.

The third resolution, dealing with a student union independent of all school administrative control with the authority to establish and define its own position and to carry out collective bargaining with the school district, was defeated eighty to twenty percent, not because the students thought it was a bad idea, but because we know that the system would make the union ineffective.

The same principle applies to the fourth resolution. Again, the creation of student courts composed of students assigned to handle all matters of discipline, judgement, and punishment was defeated eighty-three to seventeen percent.

The fifth resolution, dealing with minority affairs, was passed ninety-four to six percent. Students want courses concerned with minority affairs integrated into their history courses to provide a better understanding of the situations existing in our world today. Minority groups are vital parts of our nation today and their story cannot be divorced from the story of the American past.

Re-evaluation of the classroom situation was the next statement discussed. Since the learning experience is wholly contained in the mechanics of classwork, today's student sees little real contact between his education and the real world. But students feel that with outside speakers and the extensive use of field trips, this attitude can be changed significantly.

The seventh resolution dealt with teacher's salaries. Seventy-seven percent of the students felt that current salary offers were not sufficient. Too many qualified instructors must forsake their dedication due to financial problems. Therefore, the Youth Forum resolves that school districts and administrations must eliminate bureaucratic wastes. Use funds where they are most needed, cut down on expenses in whatever manner possible. Eighty-six percent of the students agreed; fourteen percent disagreed.

The final statement proposed a bridge over the gap between administrators and students. Through the school guidance department, acting as a liaison, it was believed that tranquility and understanding could become a reality in our schools. Only half of the students felt that the guidance department would not have any effect. These students want a direct voice with the administration.

The general attitude of the day was this - the ideas are great, but we know they won't work. We're tired of trying. But then again, perhaps we students are just the unfortunate products of inbred apathy.

BARBARA CAREY
Camp Hill High School

GAPS BETWEEN GROUPS

The topic area " Gaps Between Groups " is a new addition this year because the cabinet felt that there are gaps between groups of people other than the one between races. However, many of the prejudices and misunderstandings between these groups of people are similar to those between the races.

The gap which perhaps served as the source of our theme " Bridging Gaps " is, of course, the generation gap. The statement which was prepared about this problem included three major solutions. First, that greater recognition must be made. Second, that the older generation attempt to become more open-minded, and that both adults and teens become more honest with each other. Teens felt that these solutions were not adequate enough, and therefore, fifty-four percent voted that they could not accept the proposal. Strongly indicating that perhaps this gap has been stretched out of proportion, many teens expressed the idea that it would be easier for youth to change their attitudes than for adults. However, only after both sides recognize that parents' wisdom and conservatism teamed with youth's initiative and liberalism could make an undefeatable coalition, will the war between the generations cease.

The second gap is that involving the misunderstanding between adherents of different religious groups. A proposal to lay groundwork for and eventually establish a worldwide church was poorly received. Only fourteen percent liked the idea. Some doubted the presence of discrimination against certain religious groups, especially by our generation,but most admitted that it is probably overshadowed by racial discrimination. Most agreed that we can help to alleviate the problem by examining our attitudes and influencing businesses to avoid discriminatory practices. In addition, each person should have a firm understanding of all religions, possibly to be taught in school. The worldwide church was termed impractical and impossible if doctrines are involved; therefore the continuation of loosely organized confederations such as the World Council of Churches was suggested.

Three other statements involved the relationship between the rich and the poor. A proposal involving the system of Negative Income Tax, whereby persons living below a certain financial line would receive income from the government,was defeated, but only by a narrow margin of fifty-three to forty-seven percent. Some expressed the fear that personal initiative would be lost. However, the major criticism arose from the increased involvement of government and the threat of socialism. Nearly in answer to this, the fourth statement called for private industry to accept their responsibility to eliminate poverty in cooperation wtih the government. However, only forty-five percent were completely satisfied with this idea. Most agreed that they should aid in training and employing the underpriveleged but not directly contribute money. Amendments called for more stress on federal involvement and the use of business as a " helping hand." Most, although a small majority, felt that business was not obligated to help.

The fifth proposal concerned the reduction of the number of broken families by providing for stricter divorce laws and more severe consequences for desertion. Seventy-two percent voted against the proposal. The most prevalent alternates were stricter marriage laws or trial marriages, and the teens concluded that they would not markedly help the situation. Some felt that stricter divorce laws could cause a decrease in marriages and possibly more illegitimacy. Only the provision for more severe consequences in cases of desertion was favored.

The gaps between urban, rural,and suburban areas called for government and industry to become actively involved in efforts to improve cities and agricultural areas, the purpose being to curtail the migration to

the suburbs. Forty-seven percent were for the statement; however, those against felt that either the government could not or should not be involved or that the migration should not be curtailed.

The statement calling for the bridging of the gap between citizens and police found favor with seventy-one percent of the teens. They termed it an important problem and felt that an improvement of police image could be achieved through education and by having law officers take a more active part in the community. Teens also expressed the need to attract more people to police work by increasing salaries.

The final resolution was also favored, by seventy-eight percent. It called for greater recognition of the hippie element as a powerful and not completely detrimental force. Cautioning America not to confuse the true hippie with the " hippie hypocrite " who can neither define his beliefs nor is sincere in his actions, teens summed it up this way:

> The ideals of the true hippie are representative of the idealistic and hopeful teen, and this idealism should be recognized.

This is how the teenagers who met at Trinity High School viewed the Gaps Between Groups. Most took conservative views, not unlike those which they attributed to parents. Perhaps our study has revealed that the gaps are not so great, but more important, that teens do have ideas - and constructive ones - to bridge them.

DEBRA K. WALLET
Cumberland Valley High School

THE GAP BETWEEN THE INDIVIDUAL AND HIS GOVERNMENT

Today, the average American citizen feels uncomfortable and unfamiliar before the sprawling modern state. There is, in a very real sense, a great gap between the individual and his government. Unless this gap is closed, American democracy cannot long survive.

The Youth Forum considered and proposed eight resolutions for closing this gap. First considered is the oldest and most obvious obstacle between the individual and his government - that of the Electoral College. Reform of the electoral system is urgently needed. To quote the resolution:" With the advent of a third party in the electionof 1968, the possibility of a House-chosen President or one that won by electoral, instead of popular votes, became a distinct threat. In this age of great national commitment, a powerful President requires the support of the nation's people. This support would be better achieved if the President was truly elected by the people instead of a group of unpredictable electors."

The youth voted ninety-six percent in favor of the resolution, calling for the direct popular election of the President.

Closely related to electoral reform is the voting age question. Eighty-two percent of the Forum members voted in favor of lowering the voting age in this state to eighteen. The Forum feels that, as the knowledge and sophistication of the younger generation increases and as society places more and more demands upon its young, American youth should be given a voice in the election of their leaders.

The Forum also examined the federal government's spending on national defense. According to the resolution considered by the Forum, the large amounts of money spent on military programs not only used up money needed desperately for social programs, but also made the government seem increasingly militaristic, cold, and distant from the people. The resolution called for significant reduction in defense spending, increased money to social programs, and a lessening of military influence in the government.

The statement passed by a small margin, with only fifty-five percent of the Forum in favor. In addition, many teens thought that, though military spending should be reduced, it should be cut gradually.

In recent years, several cases have come to the attention of the public concerning alleged unethical behavior on the part of several members of Congress. Even though members have been censured, investigated, tried, and dismissed, no in-depth investigations have been conducted into Congressional ethics. The proposed resolution called for a notarized resume of all sources of income, financial assets, and expenses. The Forum rejected this personal investigation because it felt that if a Congressman was not representing the interests of the people, they could vote him out of office.

Two resolutions which the Forum overwhelmingly rejected concerned selective conscientious objection and uniform laws.

The proposal on conscientious objection said that draft age men should be allowed to oppose a particular war with the same rights as a man opposed to all war. It was voted down by seventy-eight percent of the teens discussing it.

The second resolution called for a uniform code of legal rights, criminal procedure, etc. to be established across the country. It was defeated by seventy-eight percent of the Forum.

The Youth Forum also considered the touchy question of the individual's right to dissent. Many dissatisfied citizens believe that progress can come only when illegal, violent methods are used. Relative success by dissident elements overthrowing unfair laws via civil disturbance has convinced others to emulate such action. The right to dissent does not infringe on the rights of others. The Youth Forum recommends, for prevention of illegal acts associa-

ted with dissent, the organization and establishment of an arbitration board, empowered to hear the position of both sides of the dispute, in order to facilitate the understanding of the problem and to offer possible settlement within the framework of our democratic process. Fifty-eight percent of the students were in favor of the resolution, with forty-two percent against it. The question of power for the arbitration board was the main point of disagreement for the dissenting opinion.

The Forum then examined the question of student protest and government reaction. All across the nation, violent protest has taken its place among college activities. Although in most cases only a minority of a college's students are involved, the resulting disorders have disrupted classes closed schools and endangered college personnel. In order to maintain an educational environment in this nation's institutes of higher learning, the government should adopt a strict policy towards students taking part in violent demonstrations. Efforts should be made to alleviate the current student-administration gap. Students should be given more authority, including representation on the Board of Regents ( or any similar administrative council ), a voice in setting up college curricula and, a voice in the hiring and firing of teachers and professors. If students refuse to work for change through the means provided, they should simply be asked to leave. Persons agitating for illegal action, as well as militant leaders, should be expelled, arrested, and prosecuted for inciting students to riot. The Forum defined a militant as an individual who would interfere with the rights of others. It was felt that the government should intervene only at the request of the college.

The Youth Forum, then, has carefully considered these eight proposals. It has rejected three. Those it has chosen to adopt, however, are presented in the belief that they can begin to reunite the individual and his government and make far more real the ideal of a democracy.

STEVEN L. BRINSER
Newport High School

REPORT OF HOME LIFE COMMITTEE - TRI-COUNTY

OF THE

WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

Adult Chairman - Mr. William Johnson  Teen-age Chairman - Pamela Hurd

The Home Life Committee of the White House Conference on Children and Youth has been working since the onset of the 1970 Conference on various questions and answers to those queries concerning the modern youth in his home; especially relating to the Dauphin-Perry and Cumberland County areas. These three areas offer a wide range of views on the youth of today and how his natural environment either helps or hinders him. During the meetings and discussions held over the past six months the Home Life Committee has been posing situations and questions to a suburban, urban and rural committee; stratification comparisons and many unthought-of solutions have been given. For the purpose of making the final report simplier, we have divided the Home Life Committee into five question areas as follows:

I. The Youth in his Home.

II. The Youth outside of the Home - in the School.

III. The Youth and his Church or religious affiliation.

IV. The Youth, with or without a Community.

V. The Youth and the outside world.

Each of these topic areas has been thoroughly discussed, not only from youth viewpoint, but from the adult standpoint. We have attempted to define, discuss and answer some of the foremost questions that our specific locale poses. During our meetings we have brought opinions from outside sources and from research but mainly our opinions voiced in this report are from personal experiences.

Home Life. Today's society like a kaleidoscope has many sides; it is difficult to find the origin of many of our problems. However, most of us at one time or another have been in a home, a place where we are given standards, where we make our base of exploration. From our homes we can see and experience many different approaches to life. Like the rooms of the house, the school, church, community and the outside world make up the structure that we call home. The various ideas, opportunities and experiences are all returned to, discussed in, and found in our homes.

## I. THE YOUTH IN HIS HOME.

There are many ways to divide the challenges posed to each member of a family. Since we are primarily discussing the children and youth of today and how our society can make them better adults, we have chosen to look directly at the problems facing the youth of today in his home. At the beginning of our discussions we drew up a series of discussion points for the home:

1. Brothers and Sisters or the family structure.

The questions that we felt were appropriate to this area dealt with distribution of responsibility, discipline and respect. In most American homes today, the family structure (Specific) is three (3) or more. Because of this fact the families of today have or should have learned to adjust to the time.

Who, when and how much discipline should be given in order to insure a happy but firm home? On this our committee strongly felt that discipline should be administered by the adult (parent) who is in charge when the disciplinary measure is necessary. We felt that if both parents (in the case of a two parent home) administered discipline that the respect of the parents should be equal. The time of discipline, we felt, should be mostly when the act is committed, so that the youth would associate the wrong with the punishment. The amount

of discipline should be varied as to the size of the wrong. We believed that if both parents agree on certain amounts of punishments, which often range into restrictions, that the discipline like praise has its extremes; too much can be cruel, too little, ineffective.

The second and third question we posed in relation to Brothers and Sisters are inter-related; respect and responsibility: Respect not only between the children but also between the parents and the children; responsibilty, as to age, ability and amount. Respect in a home is a two way street; if the respect is lacking, then the responsibilities will also probably suffer. There are so many times when respect is held in question and this should not be, because respect is a part of the home. Also a part of the home is the policy of responsibilities; we felt that age and ability should be a measuring factor as to amount. No reward is necessary for doing those things which make a house more of a home.

2. More than two generations in a home -- is prevalent in at least 50% of the homes in America. The idea of having three generations in a home brings up readjustment for all present, also a new kind of tolerance. We found in our discussions that the generation "in-between" is generally responsible for keeping the chaos at a minimum. We also decided that the oldest generation should not be really included in the decisions not personally affecting that person, because to drag the opinions of 60 years or over into discussions is generally unfair to the youngest concerned.

In conclusion for this division we found it very difficult to point-up or to solve actual problems in every day homes because situations vary so drastically from family to family, but we did find several key words to use or guide for better relationships within the home: Respect, responsibility, fairness and understanding.

## II. The Youth outside of the Home - in the School.

Realizing that the youth of today must use his home as a base to further himself, we came to a second point of discussion: Education -- outside of the home. Today many questions can be raised as to where education, private or public begins and ends, whether education is becoming "a baby sitter", why parents and children often disagree on matters concerning education, and the rights of the students.

This area we considered differently perhaps because all of the members of our group were directly involved with educational systems now, as students, parents and teachers. Our discussions led us into various points as to approaches and effective methods of education. (This is dealt with in depth in the Educational Committee report.)

We began our solutions almost without real questions being raised. We have found that one of the greatest gaps in the home, perhaps in the nation, comes from the gap in education. Parents of the present generation were educated on an entirely different standard than what is being used today. We feel that every parent should take time to keep himself educated with his children, to keep himself abreast of modern methods. There are opportunities to do this through current night school programs. However, we felt that many are not being handled in the right way. Many of the course are enrichment programs designed just to add to present knowledge, rather than presenting new material.

Stemming from this gap in education is the question of who is responsible for a child's education. Today, in more and more instances the parents are turning the education over to the school system, many times turning the entire up-bringing of a child over to the public. We believed that organizations such as the PTA and the PTSA, bring the school closer to the home, the ideas of the parents face to face with the teacher and the administrator. Education should be a joint process,

not unlike the making of a pie, if one ingredient is missing, the final result suffers. Often the teacher shys away from interfering in a home situation because he feels it is not his responsibility while the parent does the same for the school. As in the generation gap - a lack of personal communication is evident here. We suggest that there should be a mandatory conference between the parents and teachers in all grades, especially one through six, to insure a better understanding of "Who Does What."

Is education today becoming a six hour "Baby Sitter"? We have found this to be more prevalent in the suburban and urban areas as opposed to the rural. In the city and suburbs more parents work away from the home and sometimes the school turns into an unpaid baby sitter for them. In homes where this happens the children do not get the full benefit of education because they are relying on the school for guidance and instructions that should be given in the home, than for knowledge. Working parents, especially those who are extremely busy, should if possible consult with the school about their true home situations and how the school can help them augment home education.

Several conclusions can be drawn in this area as to where and who does what. It is the parents prime responsibility we feel, to see that the children they have borne, have the best possible education, but that education, like respect in the home, is a two-way street, and that only with parents and school pulling equal loads will a well-rounded education be provided. Over pushing or neglect by a parent puts a strain on the school, causing discipline problems. One of the most primitive areas of the school system today, we felt, is the home-school guidance. This department which should be a liason between the parent, student and teacher is often a great let down. We recommend, wherever possible, individual conferences with the parents at least once while a child is attending a given school.

Finally and perhaps a very recent development, is the rights of students to question. What rights do students have to decide on policies affecting them? On student discipline? Student teacher relationships? All of these become more important to the student as he advances in his education. What right does a student have to dissent? Difficult as it is to answer, we felt that a student, with backing from home, has a right to help make his school better any way he can. If this way is personal dissent on a given matter, then it is his right to defend what he believes.

## III. THE YOUTH AND HIS CHURCH OR RELIGIOUS AFFILIATION.

The third step between the youth and his outside world is his religious affiliation, his God and his Church. Many feel that God is dead in today's American society. We felt that with the death of God would come the end of morals, concern for country and for ones self. The Church, as far as many of our youth members were concerned, is losing the younger generation because the church itself is not directed at the youth. The youth of today are no longer forced to attend Church in many cases; therefore, active attendance is choice. We feel that this lack of belief is in the hands of today's church and also the parents. The Church, as a worthwhile institution of guidance, should be desired by the youth - not shunned. Just as in the schools, if the youth helps to "run" the church, it appeals to them more. As far as parents are concerned, their lack of care for God, religion, etc. are merely examples for their children to follow. A parent's responsibility to his children is to take them to church at least before giving them any sort of choice on their own.

The church of today can be a prime factor in bridging gaps within the home, and the world -- if given a fair chance and if it gives those who will be tomorrow's leaders a fair consideration.

2. Never refuse to give or take guidance. There is always someone who will be able to point a stranger in the right direction.

3. Never stop learning. There is someone, somewhere who is smarter than you.

4. Be to others what you would want them to be to you.

There are no questions or answers to the problems of the every day real world, primarily because it is constantly changing.

In conclusion I would like to say that the only drawback I felt that our committee had was lack of adult attendance or support. As my final question, I am wondering if today's adults are afraid to face their society or help to better it?

Respectfully submitted,

Miss Pamela Hurd
Teenage Chairman

Governor's Council on Children & Youth

# REPORT OF THE TRI-COUNTY

# COMMITTEE ON EDUCATION

Condensed 7/21
wtl/cc

The nature and consequences of two problem areas embody what is afflicting the potential of the American public school for projecting a meaningful education to young people. By investigating these problem areas, it is possible to present relevant solutions for the correction of the dilemmas which are hindering the education of America's youth.

The philosophy of education operating within the public school at the present time seems to be misdirected and outmoded. The origin of this philosophy is complex, but often leads back to the influence of the local community or society at large upon the public school.

Usually the local community elects a board of school directors to determine the policy and operation of the school system, but the board invariably reflects the attitudes of the public concerning education. The prevailing concepts in the community of what education is for, what it should do and how learning should be accomplished are all incorporated in the school board. Thus, the pre-eminent influence of the local community upon the school evokes the first "problem area" in public education: Its essentially archaic and authoritarian philosophy and the subsequent actions taken in accordance with that philosophy.

The current philosophy may be examined and demonstrated in four fundamental articles of that philosophic faith:

(1) The public school as a reflection of local community values and norms;

(2) Public school education as limited to purely academic learning;

(3) The position of the student as one of "passive learner," not active inquirer;

(4) The position of many teachers or faculty members as one of "disperser of knowledge," not participant in the knowledge-gathering process.

The first proposition of the present philosophy of education provides that the public school system should reflect local community attitudes, norms, and values. Because the public school often is a reflection of the local community, the school sometimes operates under and transmits to students the values of society at large. This mind-set is usually that of white middle-class America, whether the school be situated in a black or white community. When referring to a middle class mind-set, we speak in terms of the importance placed on achieving success as characterized by a good job, a good home, a nice family and material comfort. Resistance to social change is one more significant factor.

Fundamentally, it is the dreation of thousands of people with an aversion to personal involvement, and, occasionally, an insensitivity to human suffering. Thus, the instilling of a middle class mind-set upon students, and the concept of the public school as reflecting local community values and norms is the first problematic sphere of the current educational philosophy.

The second tenet of the prevailing philosophy is that of public education being limited to purely academic learning. By academic learning, it is meant that the only type of learning embodied and deemed worthwhile in the public school is learning through conscious thought or study.

But, as countless educators have asserted, learning occurs on two levels: The cognitive and the affective. Affective learning is described as learning via personal emotional involvement in the condition, through the senses or by personal experience. The singular type of education incorporated in the public school, however, is purely academic learning. Affective learning, in most instances, is excluded.

The nature of purely academic learning in the schools is essentially the memorization of facts or items and their give-back for a test or examination. Students, through their entire formal education, almost exclusively perform this action. They are conditioned by memorization to make a particular response.

As the Russian psychologist Pavlov said, when a certain conditioned response is not practiced or repeated, loss of that response occurs. It is not surprising, then, that public school students, after a test, experience frequent forgetting of memorized material, thus unable to give the desired response. They have been conditioned only temporarily. This is the nature of purely academic learning.

Affective learning through emotional involvement is passed over. Education for the student is not personally engaging and does not involve the individual on a "gut" level. The result of this is indifference to learning, occasionally the destruction of the student's desire to learn.

Purely academic learning does not allow for the reaching out of a child's natural curiosity or the expanding of his personal creativity. There is no time for such matters because there are too many facts to memorize. Consequently, curiosity, creativity and the desire for further learning often are not nourished, sometimes eventually suppressed by purely academic learning.

The second adverse effect of academic learning is the failure to develop the power of analysis or the capacity for critical thinking. Because constant memorization of facts is required, students have no opportunity to examine ideas. Students are very capable of absoring information, but they are almost totally unable to integrate concepts. This we have termed the power of analysis.

Students have great difficulty in seeing relationships between various items such as historical events and associating them with other items such as contemporary social events or movements, the problems of urbanization, cultural conflict, etc. Thus, the second adverse effect of purely academic learning is failure to develop the ability to integrate concepts and failure to develop the power of analysis.

The third adverse effect produced by purely academic learning is the exclusion of education relevant to society or social change. Academic learning is confined to acquiring academic knowledge, not practical education. It is not concerned with the study of what is actually happening in society or the physical environment. Instead of learning <u>when</u> things happen, why not learn <u>why</u> things happen? There is a de-emphasis on courses in the social sciences such as psychology, sociology, anthropology, political science, human development, communications, social interaction, etc.

This de-emphasis, however, serves to continue the ignorance and apathy of students about the workings of society. The exclusion of socially relevant education also serves to intensify the deterioration stated in categories one and two because it does not affect students personally and does not strike a sensitve nerve.

The fourth category of adverse effects of academic learning is the development of a marking system projecting "grades" as a desired end in themselves, or as the substance of education.

Because public education is not affective, personally engaging or motivating, some extrinsic motivator for achievement is needed: grades, or more precisely, the threat of poor grades.

Unfortunately, however, these grades evolve around a desired end in themselves. The "A" or good mark become the thing to attain. Grades become the substance of, or substitute for, education. The motivation in the public school is not toward knowledge and learning, but toward achieving acceptable grades.

The third proposition of the existing philosophy of education is the position of the student as one of passive "learner" rather than active inquirer. The student is portrayed as one who sits attentively absorbing or assimilating the items of wisdom which emanate from the instructor. The student maintains a passive-receptor posture, seldom participating in the gathering or dispersing of knowledge.

The student often is merely the subject of the educational process. This may be elucidated by saying that in the public school, students are put through courses, not courses through students. The educational process acts upon the student, not the student upon the educational process.

As a consequence, the student is viewed as one who receives policy, not makes it. The student is allowed no power to govern himself while in school. He is not given the authority to make, review or change behavioral codes which he must follow. The student is permitted no power to shape his own educational destiny. He is given no

hand in developing the curriculum or course of study which he is obliged to learn. He is not able to determine the manner in which a subject matter is presented (e.g., seminar instead of lecture).

In summary, then, the authority of the faculty and administration over the student and his education is nearly absolute. For all intents and purposes, the student is the impotent subject of the administration or faculty rule-enacting and policy-making.

The foremost consequence of the student's passivity is that students develop a non-questioning attitude toward education. Rarely does one find the student actively questioning or criticizing the validity of what is taught. Acceptance is the keynot of student behavior. Such acceptance,of course, is the cornerstone of student non-involvement which destroys personal curiosity and the desire to learn.

An alternate consequence of the student's passive role, although much more infrequently demonstrated, is student rebellion. Some students will not accept the position of passive "learner." They are intrinsically active inquirers and will not tolerate restriction upon their freedom to act, to explore and to uncover the value or non-value of their education. Revolt is often their only out, and the means they choose to take.

The final rubric of the current philosophic faith is the position of the teacher as one of "disperser of knowledge," not as participant in the knowledge-gathering process.

This concept of the teacher makes him the detached figure of authority who seldom relates to the student in a personal way. The teacher does not learn with the student, or make an appearance of uniting with the student in knowledge-gathering. Moreover, as simply a "disperser," many teachers in public schools fail to, or are miserably deficient in, communicating the subject matter.

Student education is hindered by the teacher who acts as a detached figure, and many times learning does not occur at all because the teacher does not speak to the student in a personal way.

The second prominent "problem area" in public school education is the over-population of the schools and the subsequent need for mass education.

In terms of physical facilities, the over-population of the public school produces lack of classroom space and over-crowded classroom space and standardization of classrooms with little color differentiation and few different types of geometric shapes in classrooms.

But the pre-eminent effect of over-population is the necessity for mass education of students. Adverse consequences of mass education occur when subjects must be taught to a wide range of student abilities at one time and when individual differences among students are discouraged.

It will be readily acknowledged that public schools are grossly over-populated. A system of mass education has been initiated to educate these large numbers of students.

Subjects must be taught to a wide range of student abilities at once, especially in elementary school. Students all work at a predetermined "average" rate. Since all students are not similar in intellectual ability, some students are pressured into achieving at a too-great rate and others are held back from achieving their learning potential. The system of mass education inevitably victimizes many students.

The second consequence of mass education is the discouragement of individual differences among students. Because there are so many

students, little personal contact can be made between teacher and student. The student is made to develop on an impersonal basis, to combine the needs and desires of the majority of his fellows--in other words, to be the same. Individual differences are not given an opportunity to grow.

The obvious result of this discouragement of individual differences is conformity and mediocrity of student behavior, accomplishment and thought. This discouragement of individual differences is tantamount to diminishing the personal humanity of each student.

It also is apparent that in a mass education system, students emerge from high school prepared to perpetuate through their sameness, the dificiencies of the existing American order: insensitivity to social injustice, ignorance and intolerance of different cultural groups and ethnic minorities, and a general apathetic attitude toward human affairs and the establishment of peace among men.

It shall be contended here that there are only two real solutions to the massive problems in education. The first requires an attitudianal change on the part of local communities, and the second real solution simply requires the institution of imaginative or open-minded school directors.

As only a committee of study and investigation, we can do nothing to enact or expedite the acceptance of these two solutions. We realize that it is highly improbable that either of the two conditions will be actualized. We are fully aware, as the reader must be fully aware, that our recommendations are only idyllic ramblings and babblings if neither of the above two conditions comes to pass for a meaningful education for young people of 1969.

There is not much that can be done to prevent the overpopulation of public schools except to recommend the erection of more schools. With the construction of new schools, however, a number of ideas should be communicated.

The physical facilities should be made conducive to learning with open space and partitions to close off that space when desired. In this way, teachers can change the size of classrooms to suit their purposes.

Classrooms without moveable walls also can be made conducive to learning by the imaginative use of color and the addition of different geometric shapes.

We propose the introduction of the ungraded school system. Youngsters, especially elementary aged, must be allowed to progress at their own rate. They must not be required to attend first grade on up to 12th and achieve at a pre-determined rate. The present graded school produces pressure and psychological tension upon the slow learner and stifles the youngster with precocious learning ability.

Teachers should be compelled to stay abreast of new developments in their fields and take periodic examinations to evince minimum knowledge and should not have required material to cover. The seminar style classroom should replace the present lecture format. Student evaluation of teachers should be enacted where a central agency composed of students, faculty and administration would compile the results of the evaluations and bring subsequent pressure to bear upon those not meeting minimum standards of proficiency.

The public school should be an institution of academic freedome and free inquiry. It should not have to embody the intolerances and prejudices of the local community toward cultural differences. The

public school should, in fact, welcome a diversification of ideas and life styles. It must be recognized above all that only as an autonomous institution can the public school thrive in excellence instead of wither in mediocrity.

The second province of unlimited liability for the public school is its insistence on purely academic learning with the exclusion of affective education.

Essentially, public education must make a thunderous shift from the cognitive to the affective, or emphasize learning through personal emotional involvement. Education must become stimulating, exciting, an adventure and a pleasure for students. In more precise language, education must combine learning through the senses and learning by experience.

To attack the ponderous difficulties of education and to embody affective learning, one begins at the beginning--with youngsters of elementary school age.

Children now enter first grade with a wonder about their world and about themselves. Yet they must remain quietly behind desks, either listening to the teacher, reciting alphabet letters, or performing a non-exploratory action. In school, children are not permitted to be curious about what is often the only curious part of their classrooms--other children.

If the innate curiosity of children is to be nurtured and allowed to flourish, children must be permitted contact with each other. The perceptive teacher can take advantage of this to start the entire group of children thinking about the human animal. Questions of who am I, why am I different from John or Jane can often prime dialogue between the sexes.

Feeding, then, the inherent curiosity of youngsters about themselves while at the same time teaching them vital basic principles, it is time to enrich children's wonder about the world around them.

Observing natural phenomena--the sun, the moon, the earch, wind, weather, seasons, animals, plant life--and expressing reactions to these phenomena (verbally or in writing) should be a part of every school day. In this way, the exploratory behavior of children can be fortified, and creative expression among children begun.

Then creative impulse of youngsters can be further nourished by having children work with reed, clay, paint or other materials to make things. A sensitivity of touch and feel should develop. Of paramount importance is that the teacher should encourage individual expression and not stereotype some youngster's creative form (whatever it may be) as less desirable than another.

Realizing that these opening suggestions are theoretical, an outline of a more concrete educational plan follows.

Because the learning which is most meaningful and enduring is affective or personally engaging, we recommend the traditional modes of learning mainly through memorization be discarded. The replacement should be a course of study that evokes an emotional reaction from students and that is individually involving. What else but to give youngsters contact with "greatness" in any form?

Writing is necessary to elementary education. After developing basic skills, though, writing should not be the drudgery of copying stories and repeating drills. Why not organize a Pulitzer Prize contest? Categories of awards could be essay, poetry, one-act play, short story and novelette. Children could be given the entire school year to produce and to turn their masterpieces. The work should then be judged

and "Pulitzer Prizes" awarded to the best work in each category. The pride in winning such a prize is a learning experience few youngsters forget and writing becomes a venture into greatness.

And what about learning American history? Memorizing dates and events from a textbook is a dreary exercise at best. Why not begin a Parade of Presidents to learn history?

Assign each youngster the task of gathering information about a particular American President, his era and his accomplishments. Then have the youngsters give a "State of the Union" address to the entire class, assembled as a "Joint Session of Congress" while impersonating that President. The wealth of knowledge about American history both gathered and dispersed will be immense.

As a last point of order, the incessant drawing of red houses and painting of blue skies is a very dull way to learn art. Why not arrange a Renoir Room or a Van Gogh Gallery? Set aside the classroom furniture and plaster the walls with inexpensive prints of Renoir or Van Gogh (or any artist) paintings. The dazzling color of these artists will stimulate every student to examine and inquire about the art work.

With curiosity astir, organize groups of youngsters to study and investigate the paintings (through library resources), or simply to express what they think the artist is saying. Have the groups actually conduct tours through their Renoir Room and present brief lectures to younger children or adult audiences. Youngsters can easily learn about art and become enamored to it.

The idea of giving youngsters contact with "greatness" to inspire learning is vastly effective. Curiosity, creativity and the desire to learn must be protected and nourished if any education at all can occur in later years.

Proceeding to the arena of education for older students, we continue with the same frame of reference--providing learning that is emotionally and personally involving.

Discussion and exchange of ideas should be the essence of education for older students so they can learn to integrate concepts and develop the power of analysis. This constant flow of ideas can be from subjects of literature (plays and poetry), philosophy, history or science. Above all, though, the ideas must pertain to the students.

A second recommendation is the increase of courses relevant to society and social change. Students of 1969 require knowledge about themselves and the ways they relate to each other. Immediate inclusion of high school courses in psychology, sociology, anthropology, political science, human development, communications, social interaction, etc. is called for. The desired outcome would be a greater sensitivity and understanding of such essential matters as urbanization and the decay in our cities, inter-ethnic conflict, the processes of government and the avenues open or not open for social reform.

Turning to a more imaginative sphere of educational suggestion, we shall discuss what has been termed experiential (by experience) learning for older students.

The pre-eminent suggestion here is that the public school is, and will continue to be, inadequate without the inclusion of a cooperative job or co-operative learning program.

The May 16th issue of Life magazine details the cooperative education now underway in a Philadelphia school (called the Parkway Program). Students work in and explore their community and natural environment. Their schoolroom is the city of Philadelphia, and they learn by experience.

For the public school, cooperative education should be initiated to supplement classroom learning. An abundance of community resources are literally waiting to be used. Government, social welfare agencies and professional businesses almost always welcome inquiring students. The concept of learning as confined to the school building is left over from another age and is unacceptable for relating a meaningful education to young people of 1969.

If affective learning (especially cooperative education) is not put into effect within the public school, our alternate suggestions for diminishing the passivity of the student may be grouped under one heading: An increase in students' freedom of movement.

Students should learn in a relaxed atmosphere. This means that the necessity for coming at bells, going at bells, moving only when told, and stopping when directed should be abolished. Specific recommendations are:

(1) Students should have mobility during free periods or study halls. A proper and natural extension of this idea would be the construction of a student lounge roughly corresponding to the present faculty lounge;

(2) Students in all public schools should have open lunch periods and not be compelled to stay on school grounds during lunch;

(3) Students should be permitted to leave school after their last class of the day. Remaining for study halls or activity periods should be "elective";

(4) A year-round functional school system should be created which gives students the chance to attend summer sessions and earn credits for early graduation if they so desire.

This terminates the proposals for alleviating and eliminating the passive role of the student in the public school. If effective learning is adopted, most of the preceding suggestions will be superfluous. These are the <u>real</u> solutions.

Copy given to Mr. Thomas B. Carter, Springfield, Pa. 5.6.70 EZ.

COMMITTEE ON CHILDREN AND YOUTH

# 1970 WHITE HOUSE CONFERENCE

## DELAWARE COUNTY REPORT

June 20, 1969

Health and Welfare Council, Inc.
Delaware County District
13 South Avenue
Media, Pa. 19063

DELAWARE COUNTY COMMITTEE

1970 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

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PREFACE

Skepticism, a healthy skepticism, surrounded Delaware County's efforts to prepare for the 1970 White House Conference on Children and Youth. Perhaps in sharp contrast to previous decades, the people most closely involved questioned the very concept of such a Conference, locally or nationally, and questioned what a conference itself would accomplish in terms of action. They also questioned how the spokesmen would be chosen.

As a consequence, Delaware County did not develop a well-researched report, carefully documenting the problems of children and youth as they might have been recounted before: "there is a need for this recreation facility, that many day care centers, that change in school curriculum." Instead, what is reflected in our account is a process of searching and questioning, of our structures and goals, as of our society's structures and goals. To ask these questions is a luxury which the White House Conference, fortunately, can afford.

The key factor in this process is the presence of youth. In 1960, there were no youth on the Delaware County Committee, nor on any other county and state committees. For our 1970 report, it was inconceivable that youth not be involved, so great is the change this decade has wrought. And, in general, the youth are concerned, less with the needs for specific social or educational services, than with the basic structure which does (or does not) support these services.

As an initial step in developing a structure for Delaware County, the regional staff of the State Conference Committee first contacted the Delaware County District of the Health and Welfare Council. Two sessions devoted to compiling lists of names from the county, were held in December.

In January, two public meetings were held to bring together a cross-section of county youths and adults. At the first meeting, there were many expressions of hostility to the Conference from white youth and from both black youth and adults. Partly, this reflected a lack of previous opportunity to be heard, and to participate on an equal basis. Indeed, the very equality and openness of this meeting, and future sessions, was suspect: how, given our highly structured society, could such a "democratic" group really develop the power to effect significant change?

At the second meeting, the tone was considerably more subdued. Committees were appointed to establish priorities for the County group, to pull together a larger group of youth, and to handle fund-raising and public relations.

At this point, an unfortunate leadership crisis developed: several key committee chairman almost simultaneously became overburdened with unexpected responsibilities in their own jobs. The youth, on the other hand, were afflicted with one of Delaware County's major handicaps--inconvenient transportation--and were not able to put together a county-wide student meeting as they had initially decided.

Finally, in April, the County leadership decided to develop a report based on discussions at earlier meetings, without further attempts to develop broad participation. This was regretted by all involved, and it was proposed that a continuing group be developed to pick up where the White House Conference was leaving off--as a channel to provide expression and action on the concerns of Delaware County youth.

## PART I DESCRIPTION OF DELAWARE COUNTY

Delaware County is usually classified as a suburban county. If this suggests a homogeneous image of single family homes and moderate sized lots, it would be far from the truth; because the County contains almost every type of housing, race and religion that can be found in America, along with a similar range of attitudes on the questions this report touches upon.

The county contains about 185 square miles, several times the size of the average large American city. Yet, it is divided not into two or three municipalities, but into an incredible conglomeration of forty-nine, ranging in population from the 600 residents of rural Chester Heights Borough to the 100,000 tightly packed residents of sprawling Upper Darby Township. Income levels on the Main Line area, which spreads along the northeast part of the county, rank as high as any in the country. Income levels in sections of Chester City are as low as any urban ghetto in the country. In between lie a wide range: industrial worker communities, resting close to the major industrial facilities along the Delaware River--old, tightly packed sub-divisions developed during the 1920 s; newer, sprawling developments with houses in the $40,000, which have sprung up in the 50's and 60's; older residential communities developed before 1900 such as Media, Lansdowne, and Wallingford. The county population was estimated in 1969 at approximately 610,000. In September, 1968, there were 152,904 students enrolled in Delaware County schools--99,842 in public schools, 49,256 in parochial schools, and 3,806 in private schools. Projecting this figure for the entire population up to twenty-one years old, one gains a figure of 235,000, or about 38% of the total county population.

Of the total county population of 610,000, approximately 50,000 are believed to be Negro, although this could be substantially changed by the results of the 1970 census. Approximately 30,000 of the Negro population reside in Chester City; while most of the remainder live in small pockets in Chester and Darby Townships, Darby, Norton and Media Boroughs. While there has been substantial increase in the Negro population in the City of Chester, there has been little change in the pattern of residence throughout the county, and most of the increase in the Chester population has been absorbed in the existing housing stock, which was available to Negroes at the time of the 1960 census.

Approximately half of the county working force is employed outside the county--in Philadelphia or in new industrial complexes developing in the Wilmington and Valley Forge areas. Major industrial plants in the county include the Vertol Division of the Boeing Corporation, home facilities of the Sun Ship, Sun Oil, Scott Paper Companies, major industrial facilities of the Westinghouse Corporation, Baldwin-Lima-Hamilton Corporation, and British Petroleum-Sinclair Refining Company. Much more specific economic information can be obtained from the April 1968 report of the Coordinated Area Manpower Planning System, Delaware County Committee, obtainable through the office of the Bureau of Economic Security in Chester.

## PART II HOME AND FAMILY LIFE COMMITTEE REPORT

In discussions of this committee, a number of concerns were posed. The committee felt a need to highlit the factors they noted as contributing to the decline in the strength in the American family. In some cases, further public education was required; in others, it was a matter of enlarging resources available to governmental agencies to deal with a particular social welfare problem. Recommendations made were often considerably beyond the current policy, but the committee felt the recommendations should none-the-less be made in recognition of the critical nature of the situation facing the American family structure. Some of the concerns posed were:

1. The barriers preventing an honest discussion of the relative merits of birth control and abortion.

2. The problem of the battered child.

3. The lack of availability of day care for working mothers.

4. The displacement of families by urban renewal projects.

5. Lack of involvement of families in planning for relocation as a result of urban renewal.

6. The desperate absence of income which prevents families from participating in the private housing market.

7. The failure of government to provide public housing for families unable to participate in the private housing market.

8. The lack of sufficient family counseling to support the preservation of family life.

Following its deliberations, the committee prepared the following recommendations:

1. Greater public support for the new comprehensive Mental Health-Mental Retardation program funded by the state and administered at the county level.

2. Greater consultation between physical and mental health personnel including regular psychiatric consultation by all personnel involved in medical institutions.

3. Increased allocation of funds to children's welfare services to provide for a larger staff and decreased caseload.

4. Expanded day care centers including specialized centers for disturbed children and adolescents aimed at increasing the possibilities of rehabilitation outside the home.

5. Increased counseling to families and provision of sex education at an early age to reduce the incidence of out-of-wedlock pregnancy.

6. An increased effort to develop a public climate favorable to the acceptance of legal abortion as the right of an individual under law.

7. Increased support of mental health services in the schools.

8. A greater effort to raise the quality of television programs and commercial messages. This should include a much greater support by the public of those quality programs and messages which are aired.

9. Sponsorship of community discussion groups in which a wide variety of subjects on common family problems could be discussed.

10. An expansion of homemaker services to assist families with medical and other handicaps.

11. More appropriate methods to improve our penal system and minimize inequities that exist in the system.

12. A County Health Department through which centralized and uniform health services might be provided to the community, including greater sponsorship of immunization and well-baby clinics.

Recommendations were developed in three major areas: school curricula and programs, school policy, and pupil-teacher relationships. The underlying rationale follows each recommendation.

A. SCHOOL CURRICULA AND PROGRAMS

1. Emphasize human qualities in the curriculum.

One of the fundamental paradoxes of educating young people to live in what John Kenneth Galbraith has called a "technocracy" is that, in the face of an intensely technological world, educators are being called upon to expand programs and place emphasis on the human qualities in the curriculum. In more functional terms, this means that students must never have their focus diverted from people -- their thoughts, problems, productions, and interests. Specifically, the humanities, which suffered short shrift during the reaction to Sputnik, must reassume their vitality and take on some new dimensions in an effort to remain modern and relevant. Literary studies must place less emphasis on form and chronology and more emphasis on the impact of literature on the ever-more complex world of ideas, a consideration from which students can work out their own value systems of appreciation and philosophy. Social studies departments must cease their plodding through a welter of unconnected trivia and begin refining those areas of the affective domain which will help students relate to social problems and develop skills for their solution. Art and music programs can no longer be the private province of specialists; they must work for the development of aesthetic awareness in all students in an era of bombardment by image and sound.

2. Make the curriculum relevant to the needs and interests of today's youth.

Many of these new designs are sensible and necessary, not merely because adults have assessed youth's needs this way, but also because young people throughout the nation are appealing to us, in ways that are not always subtle, to respond to these needs. The student who has studied five years of history, mathematics, and foreign language merely because his guidance counselor decreed that these were necessary for college admission says that this reason is no longer good enough. Students are aware of problems and successes which are now and are eager to examine their ramifications with fellow students. Much of the curriculum revision which will take place in the next ten years must consider deeply the feelings of youth, as they express them, in reaction to the present "system".

3. Prepare all youth for "practical" aspects of living.

Many of those aspects of the curriculum which have aimed at the cognitive domain have been terminal and irrelevant and this, too, must change. The "practical" aspects of living--home management, income tax, consumer protection, family life--must be

revitalized in the curriculum of the seventies. Vocational-technical schools must emphasize usefulness and meaningfulness in preparing students for jobs in the twentieth century; data processing, information distillation, and sophisticated electronics systems must be considered in terms of their implications for the placement of the young people of now in the meaningful roles of tomorrow.

4. Provide more opportunities for course selection.

Every young person's desire for some degree of self-determination must be accommodated by the elimination of rigid "tracks" or "areas of concentration", whereby students make only one decision, one which creates for them an identity which they never asked for. All courses must be available to all students, and the offerings must take on greater variety. Practical arts courses must not be considered out of the realm of the college-bound student, any more than humanities courses should be considered irrelevant to the terminal student. The introspection involved in making decisions in preparation for something is an important avenue to human dignity.

5. Provide more flexible organization of the curriculum.

Of course, greater emphasis on selection implies a more intense awareness of individual needs and interests. The individually tailored roster, the allowance for "exceptions" must come into play as primary considerations, not bothersome breaches in policy. Much of the instruction may have to take the form of individually-prescribed tutorial sessions, as some aspects of the curriculum become less necessary for all students. Indeed, new teacher strategies will call for more student responsibility in working out his future, but we cannot chastise a student for failing to exhibit responsibility if we never asked him to.

6. Provide for increase in number and variety of programs and facilities for exceptional children.

"Zooming in" on individuals will uncover a great number of "exceptional" children, who have needs which "mainstream" education cannot answer. Programs for exceptional children of all kinds should have as their common goal the fullest realization of each human's potential, whether the student be academically talented, mentally retarded, physically handicapped, or emotionally disturbed. Schools will have to provide psychological, psychiatric, and social services which can conduct placement, evaluation and follow-up sessions with individual pupils.

7. Conclusion

While the proportions of implementing such an educational philosophy are mammoth, no one can deny the vital importance of the goal--the preparation of young people for a successful, satisfying life in the world they will encounter.

B. SCHOOL POLICIES

1. Encourage greater student participation in the development of school policies and programs.

One of the primary functions of the schools in a democratic society is to prepare young people for the duties and responsibilities of citizenship. In order to achieve this, the school itself cannot be an authoritarian institution. It must provide opportunities for pupils to assume responsibilities and to share in the decision-making process.

This is not to imply that pupils may make decisions in all areas. The school cannot relinquish its responsibilities. Rather, there must be a common understanding and continuing reevaluation of the areas in which the pupils can make decisions, areas where the pupils and the schools share the decision-making, and areas in which the school has sole responsibility. Pupils should be given increasing responsibilities according to their maturity and ability to handle them.

In a free society, educators have the responsibility of providing programs that meet the needs of all of the young people. In attempting to identify these needs and to develop programs that will meet these needs, it is essential that the pupils be involved. This becomes increasingly necessary as education becomes more individualized.

2. Provide earlier guidance and counseling.

The schools must provide more direction for teachers and for others participating in pupil evaluation to encourage the consideration of the human factor in education. Less labeling of pupils must be a major concern. Young people must be given the opportunity of having trained, experienced guidance and counseling personnel dedicated to looking for solutions to problems and opening doorways to opportunity. The present practices of limiting opportunities and stifling ambition in relation to marks and grades must be appraised and more opportunity for satisfaction and growth offered to the students

Greater emphasis must be placed upon earlier identification of children with problems. Some children in the elementary schools must receive more guidance and help in the area of attitude and habit development. This earlier guidance, always provided in close cooperation with parents, should help provide the child with a release of anxieties and tensions and point in the direction of new avenues of satisfaction and interest which can be a potent force for change and for the improvement of self-image.

Special attention must be given to the problems associated with the presence of pupils from minority ethnic groups. Services must be offered to give direction and training to teachers in meeting the special needs of these pupils, particularly in the building of a

worthy self-image and in motivation for learning. Young people must have a feeling of worth and importance, a recognition that they have a place in the world of today. This need must be developed, nurtured and maintained by understanding and well-trained teachers, guidance and counseling personnel at all levels of educational endeavor.

3. Encourage pupil participation in establishment of dress codes, discipline, and other aspects of school life.

For the school to be an effective agency, it must develop a procedure and practices which cause pupils to be actively and constructively involved. When pupils share in the development of dress codes, when they contribute to establishing standards of discipline, when they become vitally involved in many aspects of school life, they have a greater responsibility for the successful functioning of the school. More important, the "rules" or "activities" are no longer "yours" or "mine"--rather they become "ours". While the standards recommended by pupils may be different than those of the professional staff, they are often more realistic.

4. Reevaluate means of testing for human potential.

Present methods and instruments used in evaluating the achievement and the potential of culturally diverse pupils tend to give a distorted picture of these students. Tests used in this evaluation must be revised to provide a clearer picture of the pupil unrelated to cultural experiences.

More subjective evaluation by teachers, guidance counselors, and administrators must be utilized in this evaluation. Results of testing instruments must be considered as only a part of the final evaluation. The general background, school and home experiences must be an important consideration in determining the potential of the pupil as well as the evaluation of present achievement.

C. PUPIL-TEACHER RELATIONSHIPS

1. Treat students as individuals who have their own unique personalities, motivations, and values.

Students must be treated as individuals who have their own unique personalities, motivations, and values. Although teaching must take place within the framework of established curricula, it must always be student-centered. The teacher must adapt his techniques and materials to the student; never should the student be asked to adapt to an inflexible program of instruction.

While, practically speaking, tracking according to ability may seem necessary, teachers must never forget that at best such grouping is an instructional expedient and that, within any given "track", there are as many personalities and abilities as there are students.

When the classroom is student-centered rather than teacher-centered, individual differences are honored, and what is learned develops out of an expression of these differences. Democracy in the classroom respects the uniqueness of human personality.

2. Respect ideas and opinions of students of every racial and cultural background.

Teachers must have a profound respect for the opinions of students of every racial and cultural background. Democratic education is threatened when teachers attempt to impose their own values and perspectives on their students. Instructional standards must take into consideration the many points of view that ethnic differences engender. Rather than view these differences as problems to be overcome, teachers must learn to capitalize on them. If students are to develop a respect for and understanding of each other's aspirations and needs, then differences of culture and race must be explored (rather than ignored) in the classroom.

3. Encourage varying opinions among students.

Living in a world of constant change, students must be encouraged to view today's answers and conclusions as tentative and highly relative. Tomorrow will bring new problems and the need to develop new strategies for dealing with them. Only by encouraging a variety of opinions among students can the teacher prepare them to confront the world's problems with a respect for their complexity. Students will never be able to govern their lives with easy answers to the important questions that will confront them. By learning to respect and seriously evaluate the opinions of their peers, their thinking will be characterized by the flexibility that modern living requires. The classroom must be a marketplace of ideas.

4. Development of responsibility and self-discipline in students.

One of the most important teacher goals must be the development of responsible and self-disciplined students. Teaching must help students develop an "imaginative control" of their lives. Instruction must encourage self-reliance and autonomy. The teacher must place the burden of the learning process on the student; he must act as a guide and, when necessary, as an interpreter, providing for a classroom climate which expects students to look within themselves for ideas and direction. Responsibility and self-discipline can be realized in a classroom in which the ideas and opinions of all students are respected.

5. Encourage teachers to become more involved in the real concerns of their students.

For a teacher to be truly effective, he must understand his pupils. He must be able to diagnose the needs of each pupil and to prescribe educational experience that meets these needs.

To determine the needs of a child, the teacher must do more than examine test scores and follow prescribed curricula. The teacher must penetrate the periphery of the pupil in order to know and comprehend his feelings, frustrations, and concerns. In order to assist the pupil in his growth and development, the teacher must be involved with the totality of the child. Only then can effective dialogue be established, which can result in the prescription of the best activities according to the needs of each pupil.

PART IV YOUTH VALUES REPORT

Discussions leading up to the preparation of the Youth Report were strongly affected by the mood of concern evident in today's youth. While it is often said that it is a relatively small minority of youth who are actively involved in rejecting many of the established traditions of our society, those who were involved in the Youth Committee felt that many more youths sympathized with those who were actively seeking changes than the older generation realized. They went on to say that the basic mood of many youth today is characterized by frustration and fear. Many youth fear fascism and all that it implies. What Wallace said during his campaign was about what Hitler said in 1938. The young people feel that, "If they start marching black people to concentration camps - I'm going to go, too."

Many youth feel that our society has not provided genuine values which they can accept. There is a rejection of many existing values and an almost fruitless search for real ones. Values - "outside oneself - that you can latch onto." Society has not handed down workable values. The values in the Constitution are fine, but people don't live in accord with them. Religious and family values, such as monogamy, frequently are followed hypocritically. Youth see certain things as myths that older people believe in such as "democracy" and "upward mobility". One value of youth is to distinguish between myth and fact and to live accordingly. If democracy, equal opportunity, and freedom are seen as myths, youth reject them and they, in fact, become myths.

It is hard for youth to articulate values because they are difficult to grasp. It is easier, perhaps, to identify what youths reject, rather than what they believe in. Many youth, whose families have achieved it, tend to reject the suburban life style that another generation strove to attain or took for granted. The present generation questions the future. Indeed, it sees no future.

Youth reject material things because it sees "where it all comes from". Black people are locked in the ghetto not so much because of racial prejudice, but because of money-making - white people's money-making - which results in poor housing and poor schools. The Civil Rights Movement really "got to" thinking youth. It started when youth of today were just becoming conscious of what was going on outside their lives. The Civil Rights Movement has exposed and dramatized inequities which they didn't think of very much before.

Youth feels a sense of urgency. Youth finds it hard to respond to history when they are in an immediate situation that makes immediate demands. Youth, like black people, are no longer asking for their rights, but are demanding them. Youth no longer asks for freedom and power but is taking it. Youth demands self-determination. When they have suffered a loss of values, they go inward to find their own. Educators generally give lip service to self-determination, but are scared to death of individual solutions, i.e., students are supposedly encouraged to think but are cut down when they show evidence of independent thinking.

Speed is important to youth. Perhaps the speed and urgency come because youth are better educated and more aware than ever before. Mass media, modern communication and travel have given visibility to crisis and an immediacy to need.

Youth feel that man must not compromise himself into something he doesn't believe in. Integrity, self-identification, the courage of one's own convictions not to compromise with one's ideals--these are values of youth. So many people have gone into politics with high ideals and have had to give a little here and there and perhaps have lost their ideals in the process. Our society is so large and so overwhelming that youth has a fear of getting cooped into the system and becoming stagnant.

Young people identify with black people's problems. Black people, however, are suspicious of "white liberals" who profess to "help", but whom they feel are acting for their own gratification. Black people also fear that they will pull out when the going gets rough. The student is doing what he is doing for himself because he can't stand the way things are. College students fear getting "sucked into" supporting an institution which will engulf them. Those who threaten the system are repressed or isolated.

Patriotism does not mean the same thing to youth that it means to adults. Youth have ideals which are not necessarily anti-American, but many do not give unquestioning support to the actions of the U.S. government. In protesting the Vietnam War, they are in great measure expressing moral indignation which in turn indicates loyalty to ideals. Youth ask why America should presume to be the policeman of the world? In their exposure to world cultures, in reading about or joining the Peace Corps, youth's consciousness of life is much broader than just "America for Americans". Their loyalties to America must compete with their loyalties and concern for all of human-kind.

Youth has respect for the individual, and does not respect age automatically. They are learning the difference between freedom and license. Chicago and other events have made them "blow their minds", and lose respect for authority.

It is important to remember that youth attitudes - youth values - are not static things, but are ever fluid and changing. There is a dynamic quality of change about youth and they are asking for our country to be dynamic and responsive. They feel our nation has been slow and reluctant to respond to needed change.

Are we overly concerned about the "generation gap"? Is age a state of mind? Do youth want to be guided by parents? They do want to be able to communicate with their parents and with others around them. They want to form truly viable relationships. Marriage, one of life's most important relationships, means different things to different people. Increasing numbers of young people feel that it is important to live together first to see if they are suited to each other. Some young people are afraid of getting close to others and of losing them and losing themselves.

Some youth feel that given the rigidity of the current structure of society, the kind of changes they want are impossible. They would like to see this Conference be a real tool for change, and a thrust with force--something that is not all idle talk and idle promises. However, they are skeptical about obtaining significant change, for they are aware that it is quite within the law for vested interests, even of a liberal nature, to do things in a way that hurts people.

Universities, for example, in their expansion into the community, destroy houses. Other housing facilities are usually not constructed to take their place.

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When groups form to remedy these situations, they often get diverted into receiving money from foundations for private projects of their own interest - not to help the community. If a movement for significant change could truly get going, this would be welcomed.

RECOMMENDATION

Because of the basic value conflicts so many youths are caught up in, there should be psychiatrists available in the schools. If we could deal with the basics, such as social insecurity, and develop more support for the family, then we wouldn't need so many psychiatrists. Social workers and others working in the community see families going down hill every day and not just because of poor living conditions.

RECOMMENDATION

We should start working sooner with children--beginning with the preschool child. Those whose work involves them with children need a greater orientation to human values as part of such training. We also need to get faculty and the students "in the streets" where they can combine realism with idealism. We have to start where the people are.

RECOMMENDATION

We need to recapture the values of love. We need to communicate and not to be estranged. A plea was made not for student power and black nationalist power which separates people, or community control for one little piece. Psychologically it is necessary that black people accomplish for themselves, to recognize their own humanity. This is also necessary for students. But for lasting results, for programs with real values, it is necessary to work to unite people. There has to be a "hooking up" of groups.

RECOMMENDATION

Committees organized in this project should become on-going action groups. By tying up with interested adults, they could become a pressure group concerned with the composite of today's problems. A report is not as important as local action, but we can at least leave a report for the Health and Welfare Council to pick up on, and develop efforts to revitalize the social situation which faces youth.

RECOMMENDATION

Ideas need to be gained from these and other meetings and from the local Health and Welfare Council into the nature of this social structure and of possible institutions to effect change. Following the previous White House Conference, Eric Erickson and Kenneth Clark wrote books for the White House Conference which were widely distributed. Perhaps we need a "Kinsey-like" White House Report that will be disseminated and read on a widespread basis..

PART V FOLLOW-UP

The impact of the White House Conference on the County has been, at best, minimal. From the start, the committee was somewhat neutralized by the skepticism referred to in the preface regarding lengthy discussions leading up to the development of a report to be presented at regional, state and federal levels. However, this sense of frustration about inaction may have been a healthy factor, for it would be difficult to argue that the interest of any of those involved in the conference was "burned out" by heavy involvement leading up to the final conference at the regional level. As this report is presented, no specific plans have been made for follow-up activity. There was a strong sentiment, however, among many of those participating that the issues touched upon, however briefly in the deliberations of the conference group, needed much more airing at the local level. Whatever the frustrations many youth may feel, they would be hard put to deny that many of the more basic changes they seek will need to be much better understood than at present by a much larger segment of the community. However time-consuming it may appear, an extensive discussion on many of these recommendations--the humanizing of school curricula, the strengthening of social services, the greater honesty about sex education and birth control--before any action can be taken, there are many opinions that must be changed.

One development that may bear fruit in the coming year was the initiation of the discussion among youth from different schools. It was one of the few opportunities for youth of the county to meet other than on the athletic field and considerable enthusiasm was expressed for making this a more regular process.

In line with other philosophies of self-determination developed in recent years, it was often expressed in the conference that youth themselves must get together to seek the kind of changes they want. As we look forward to the 1970 decade, there is little doubt that we are likely to see much more youth activity and involvement in seeking the implementation of some of the recommendations that have evolved through this undertaking and that are included in this report.

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ELK COUNTY COMMITTEE ON CHILDREN AND YOUTH

REGION VI

ELK COUNTY REPORT

ELK COUNTY COMMITTEE ON CHILDREN AND YOUTH

REGION VI

ELK COUNTY REPORT

## I - DESCRIPTION OF COUNTY

A. Rural

B. Approximately 26% of the population of Elk County is 21 and under. There are no minority groups.

C. Income level would be considered average for this area.

D. Major industries in the area are carbon and paper.

## II - ORGANIZATION

The Elk County Committee was made up of nine adults and twenty-six youths, two adult co-chairmen and two youth co-chairmen. There were six adult meetings to discuss plans on how we might best reach our goals. It was decided to conduct a Youth Conference in St. Marys, Pa., April 22, 1969 so that the young people could express their views. Adults in attendance acted as observers, as the young people expressed their views, opinions and solutions to problems they are facing. All major communities were represented. The following organizations were represented as members of the Committee and Conference: Boys' Club of St. Marys, St. Marys Youth Center, Elk County Child Welfare Services, St. Marys Toastmasters Club, all high schools in the area and the Kiwanis Club of St. Marys.

## III - PROBLEMS

It should be noted that many problems that face the Commonwealth of Pennsylvania do not apply in Elk County, such as poverty and race problems. Our Conference dealt with problems in this specific region. Following are the problems discussed and in some cases possible solutions suggested:

A. Sex Education in Public Schools

1. Sex Education should start at the sixth grade level. It was felt that children pick up faulty information in regards to sex. In the higher grades, upper-classmen seem to influence the under-classmen in obtaining information dealing with sex.

2. Teaching Method - Classes should be co-ed at first, but sessions should be set aside for discussions between the individual sexes. Sex education should continue throughout high school.

3. Parents consent should be given for sex education.

4. Teachers should preferably be married couples.

B. Lower Drinking Age to Eighteen

1. If you are old enough to be drafted and fight in a war, you are old enough to drink.

2. The age group between eighteen and twenty-one are "misfits". They are too old for youth center dances and school activities, and too young to freely enter a tap room to drink. No social activities for this group.

3. Drinking age is too varied from state to state.

4. Today, teenagers, by age eighteen, have been given adult responsibilities as well as adult taxes, and feel they should have adult privileges. Times have changed drastically in the past five years. Teenagers have more definite and mature ideas through better education. There is also an increasing interest in teenagers by adults.

5. Lowering the drinking age would make drinking less attractive. It was agreed that most teens drink for kicks and because they are not supposed to drink. By not having strict regulations, it would help make teens accept drinking as something for occasional social uses, not a forbidden, good-time drink.

6. If the age limit was lowered it would help prevent Pennsylvania teenagers traveling to New York to drink and reduce the number of car accidents due to drinking.

7. Some members felt that the age limit should not be lowered as this would influence teenagers to drink and would make liquor more accessible.

C. Lower Voting Age

The majority felt lowering the voting age to eighteen and making this the national level would be best. If you are old enough to be drafted and fight, you are old enough to vote. They want a voice in the country they are forced to defend.

D. Draft

All members felt it is a good system. Until a better system is found, we should accept it.

E. Education

1. Overcrowded conditions in schools results in less individual guidance.

2. Junior High and Senior High should be separate.

3. Too much stress on grades in High School.

4. Too much depends on college boards.

5. Vocational High School for those who have no intention of going to college and for those who cannot meet academic requirements. They would feel more at ease and do a better job of preparing themselves for the future. They would not have to fight the almighty battle of the passing grade.

6. Much more individual guidance from a trained guidance councelor.

7. More information available to students who are going to further their education.

8. Make more money available to those who would like to go to college, through federal government grants, loans and scholarships.

9. College Demonstrations - It was felt that peaceful demonstrations bring constructive results. There is no place for violent demonstrations as they accomplish nothing but sadness and tragedy.

10. Qualified county supervisor should oversee all county schools and school systems.

F. Politics

1. Young people feel they are not informed, as to local politics. They feel they should be , as they are future citizens and voters.

2. Do away with the Electoral College, use popular vote in national elections.

3. Do not permit political campaigning until September.

4. Delegates to national conventions should be elected by the people.

G. Civil Rights

1. People in this area are not faced with civil rights problems, as there are few Negroes, if any.

2. Civil rights problems are up to individuals - whether one agrees or disagrees with it's philosophies, etc.

3. They felt the public is misinformed in regards to this

3. Cont'd
situation and that the people get a distorted picture of the civil rights movement, which is caused by the mass media, T.V., radio, newspapers, etc. One member felt that inter-racial marriages would be a big step in solving the civil rights problems, although it is doubtful if this will be accepted socially during our lifetime, but it will be in the future.

This is a genuine synopsis of the Youth Conference conducted in our region, as was put forth by the young people who attended. We hope it will in some way, contribute to the State report to be given at the White House Conference in 1970.

Respectfully submitted,

Adult Co-Chairmen
William A. Kinnear
Richard Lee

Youth Co-Chairmen
Douglas Anderson
Jack Cleaver

# REPORT AND RECOMMENDATIONS

OF

The Erie County Committee on Children and Youth

to the

Governor's Council for Human Services
Committee on Children and Youth

in preparation for

THE 1970 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

Submitted by:

Mrs. Jessie Lynn Skala,
Erie County Adult Chairman

Miss Barbara Chaffee, Youth Chairman
Mr. Thomas Kinsey, Youth Chairman
Mr. Joel Levin, Youth Chairman
Miss Adrianne Rush, Youth Chairman

June 6, 1969

C O N T E N T S

# PREFACE

The Erie County Report on Children and Youth is a blunt, concise summary of what actually was discussed and acted upon in the nine open meetings with youth and adults held between January and May, 1969.

The report is written in simple language; no professional jargon, or gobbledegook, obscures the thinking and meaning which youth wishes to convey. The material in the three categories: Home, Education, and Youth Values is presented almost verbatim; certainly much of what was said is herein exactly quoted.

The Adult Chairman took the liberty to prelude the report proper with a brief look at Erie County's background. This was done so that a clearer picture of the area and its people could be visualized, and could perhaps lend more understanding to the thinking of our youth.

OF ERIE COUNTY

Erie County, in the northwestern corner of Pennsylvania, is the only county in Pennsylvania which borders on the Great Lakes. Its County Seat, the City of Erie, has the only natural harbor along the American shore of Lake Erie. With its geographical position and its harbor, it links Pennsylvania with the important arteries of commerce created by the Great Lakes. Its land area is 812 square miles and its estimated 1967 population is 261,700.

Erie County is situated just midway between Chicago and New York City, has the only natural harbor and well-equipped port facilities on the Great Lakes and has access to the St. Lawrence Seaway in the State of Pennsylvania.

Once known chiefly for its strong agricultural interests, it is now also recognized for its remarkable diversity of industries. Heading the list is the General Electric and the Hammermill Paper Companies. Its rich sandy soil and ideal growing climate, tempered by the lake, yields rich harvests of apples, cherries, grapes, and vegetables.

Culturally, Erie County fares quite well inasmuch as four colleges are located within the area; namely, Gannon, Villa Maria, Behrend Campus (branch of Penn State) and Mercyhurst. In addition to the fine libraries in these colleges, Erie also has a well-stocked, up-to-date Public Library and also a splendid County Library which includes a very active Book Mobile. This area also has its own Philharmonic Orchestra, A Ballet, a very popular Civic Playhouse, and is not more than fifty miles from Chautauqua Institute. Erie also boasts over 200 churches of all denominations.

Listed below are briefly stated socio-economic facts that throw light on Erie County's Living conditions:

1. Population grew 4.4% between 1960-67 (250,682--261,700)

2. Concentration of non-white population in 1966 was 0.8% State--95.4%

3. In 1966, non-white population--8,432 (3.2%)

4. Erie County rate of growth in population is expected to grow at a slower rate--expected to range from 16.4%: 1950-60--37.5%; 1960-1970--16.4%

5. Foreign born--total population--100.0--4.9%; Mixed parents--17.5% foreign stock--22.4%

6. Sex Ratio:

| | 1950 | 1960 | 1970 |
|---|---|---|---|
| Age 0 to 14 | 103.9% | 105.3% | 104.3% |
| Age 15 to 64 | 97.0 | 93.6 | 91.8 |
| Age 65 & older | 86.8 | 81.6 | 77.1 |
| All ages | 98.3 | 96.0 | 94.0 |

7. Distribution of non-white population Erie 1950 30.3%
1960 41.4%

8. Percentage of non-white population and total population with a non-white population over 100

| | Youth Total 0-14 | Non-white | Productive Adults 15-64 | Non-White | 65+ Elderly | Non-W |
|---|---|---|---|---|---|---|
| 1950 | 26.8 | 29.4 | 65.4 | 66.9 | 8.2 | 3.7 |
| 1960 | 32.1 | 43.6 | 58.5 | 52.8 | 9.3 | 3.6 |
| 1970 | 32.5 | 45.2 | 57.7 | 51.2 | 9.3 | 3.6 |

9. Percentage of total familes in poverty in 1966 was 13.4%.

10. Average number of persons and percentage of population receiving cash assist grants in 1967--6,208 (2.4%), State--3.2%.

11. Poor families -- 66,000 of which 8,884 are poor (13.4% of total).

12. Child welfare recipients % of total population under 19 years of age: Population under 19 = 109,532 (receiving child welfare in 1966 -- 1,123 or 1.0%.

13. Unemployment rate in 1968 was 3.6% -- State, 3.6%; U. S. -- 4.2%

14. Sound housing units with plumbing--80.5%; State 78.7%; U. S. 74.0% (1960)

15. Buying income per household was $8,422; State $8530; U. S. $8,532.

16. Per Capita retail sales in 1966 was $1,391; U. S. $1,443

17. Number school years completed by 25 years and over in 1966--11.1%
U. S.--10.2%

18. Functional Illiteracy (less than 5 years of school)--25 years of age or more--5.0%; U. S.--8.4% (1960).

19. Number of infant deaths per 1,000 live births--23.1%; State--22.1% (1960)

20. Number of doctors per 10,000 population--12; State--15; U. S.--16 (1966 records).

OF YOUTH

The youth of Erie County are alert to and aware of the many fine opportunities afforded them socially, educationally, and financially. For these opportunities they are most appreciative and have much respect--that is, the majority of them do. They are, however, also aware of the many inequities and inequalities in the aforementioned area. As a result, it has become their "thing" to set things right. This attitude was expecially in evidence at the Erie County meetings on Children and Youth where for the first time many adults became aware that kids can think for themselves, and that they can think straight. Their keen perception was in evidence as they tried to bring mass focus especially on the war in Viet Nam, on poor educational practices, and on the inequality of the races. These are concerned young people calling for swift action on their recommendations under the following three categories.

THE HOME

1. That because of the breakdown of the American family, a "family system" may be needed. The group was not in favor, however, of a Kubbutz Community.

2. That parents should judge the child by his maturity, not his age.

3. That there should be "better understanding"from the public concerning the needs of the disturbed child. Also there should be a diagnostic evaluation center for the "facilities of the disturbed child."

4. That parents should not always be on the defensive--should not always expect the worst.

5. That more and improved Health Services be provided:

   a. Dental hygienists needed in all schools
   b. More "health manpower"
   c. More immunization programs
   d. Need for more and better health classes in school and for adults.
   e. Need for dental help in low-income families
   f. Public should support dental hygiene services
   g. More graduates should consider and to into careers in medicine
   h. More schools of medicine should be built

6. That there is a crying need for more attention to the Mental Health of children.

7. That in order to save money, all delinquent services for children be combined under the Justice Department rather than under the Department of Public Welfare.

8. That Sex Education for parents be a must, but perhaps it should be listed under a different title. Films--good oned--should aid thinking on this problem.

9. That "parenthood classes" be encouraged, with instruction for the "educated" use of contraceptive devices and methods. (Not all in agreement--religious differences.)

10. That there be special counseling in schools for un-wed mothers and the father, if he is a student.

11. That abortions for the married and unmarried be legalized, but with a physician or a board of medical men giving approval for need. (Rape, mother's life in danger, unable to support child.)

EDUCATION

1. A good look at our educational system is needed; in fact, a revolution in curriculum practices is needed. New Methods should be instituted, such as individually prescribed instruction, team teaching, independent study, and other innovative techniques. A rapid updating of curriculum is in order.

2. More money should be allocated for educational research and needs.

3. That summer schools be a must and that they provide enriched as well as remedial programs.

4. That a Black History course become a part of the local curriculum at the earliest possible date, not five years from now.

5. That there be fewer pupils per teacher and smaller classes.

6. That more money be allocated for library equipment such as micro films, film strips, etc. That our libraries be updated in technological advances. (They especially refer to the school libraries.)

7. That more money be provided for higher education; therefore, the PHE Scholarship Program should not be discontinued.

8. That Sex Education classes be instituted into the curriculum from Grade K-12, and that these classes "be taught by specially trained,

certified personnel."

9. That local PTA and other interested groups have more involvement in school affairs.

10. That "In-Service" training for parents and teachers be inaugurated--something like the "concerned citizens" group.

11. That strong, certified counselors be placed in the Junior High School where they are sorely needed; it is in this area that vocational choices are being decided upon, or at least being thought about.

12. That counselors be of more assistance to the non-college bound student by bringing to his attention the many kinds of job opportunities in business and in industry.

13. That Student Councils have more to say about school policy--"not just the council members, either, but all the students."

14. That school superintendents be elected in the same manner as are Judges; they should be endorsed by both parties.

15. That there be a revision of the School Discipline Code in the Erie City schools. Three-day suspensions are used too freely. Students should have a right to a hearing before a committee of the School Board and some administrators.

16. That Bill 227, which concerns dissenters on campus and the removal of state aid to college students who are a part of riots, etc., be "thrown out."

17. That immediate action be taken on Bill 227 by sending a letter to Pennsylvania and local legislators stating this group's condemnation of the Bill for the following reasons:

a. Infringement of the rights of students
b. Financial discrimination (it favors the student who can afford college).
c. The Bill is poorly worded.
d. It makes second class citizens of college students.
e. It is a violation of rights.

It was suggested that each college set up its own criteria for handling student dissention; both students and administrators jointly should set the policies.

18. That pupils should be taught to think and "taught" correct attitudes.

19. That the teacher Tenure law should be revised so as not to protect the incompetent teacher.

20. That more and better use be made of schools the year around. (Optimum school year; twelve month school)

YOUTH VALUES

1. That the war in Viet Nam is ruthless, senseless, and cruel and should be terminated immediately.
2. That youth be given full right of citizenship at age 19. Vote at 19.
3. That the drinking age be lowered to eighteen. (It is twenty-one in Pa.)
4. That a Teen Court for first offenders be inaugurated in Erie County.
5. That a teenage night club be inaugurated in Erie.
6. That more blacks be elected to political offices (legislation).
7. That black high school students have the right to stage "walk-outs" if they do so in a peaceful, non-destructive manner.
8. That people to people is the best method for closing the breach between black and white.
9. That both adults and youth must separate idealism from reality.
10. That "sensible" laws on the use of drugs be formulated; some drugs are not habit forming.
11. That education is the only answer to the Drug problem. That the school must face up to the situation and begin--fast--courses to instruct youth about the effects of drugs on the mind, the body, and the emotions.
12. That "pushers" should be heavily punished. Prison term plus heavy fine.
13. That trained personnel only head special classes on drugs for both youth and adults.
14. That State and Federal aid to combat the spread of drugs is so vital.
15. That the "overzealous" policeman is too often responsible for police brutality.
16. That police should protect the law, but not at the risk of an individual's life or limb.

17. That policemen need more than the presently required eight weeks of training. They should have more and better training, good orientation, and even go to school (perhaps higher education).

18. That policemen should receive more pay.

19. That society should provide better Civil Service Reforms.

20. That the Police Department should in no way be involved in politics.

## CONCLUSION

The youth of Erie County, who were involved in the nine meetings, and the hundreds of other young people who daily came in contact with the adult chairman, seriously thought through the problems mentioned in this report, and seriously are seeking solution to them. They, however, are pessimistic about what may happen to their recommendations. They feel that what they have set down for this study may be ignored, may be cast aside and forgotten. This must not happen. We adults cannot let it happen. Although some of their thinking may not be so "clear" as we think it should be, these serious, concerned youth must be heard.

COMMITTEE ON CHILDREN AND YOUTH May 14, 1969
STATISTICAL SUMMARY
at a Glance

| DATE | MEETING PLACE | CHAIRMAN | ATTENDANCE Youth | Adult | Total | Accum. | REMARKS |
|---|---|---|---|---|---|---|---|
| 2/11/69 | Erie Co. Court House | Skala | 11 | 15 | 26 | 26 | Drugs, voting Age<br>Drinking Age |
| 2/25/69 | Luther Memorial | Skala | 35 | 18 | 53 | 79 | Pre-marital sex relations |
| 3/11/69 | Salvation Army | Levin & other 3 Youth Chrm. Chairmen | 33 | 18 | 51 | 130 | Education<br>Race Relations<br>Viet Nam War |
| 3/25/69 | Luther Memorial | Kinsey & other 3 Youth Charimen | 35 | 28 | 63 | 193 | Viet Nam War<br>Recent Pres. Proclam. College<br>St. Rioting - Bill 227 |
| 4/8/69 | Booker T. Washington | A. Rusk & other 3 Youth Chairmen | 16 | 20 | 36 | 229 | Legal age of minors to 18<br>The Negro - Race Relations<br>Educational System |
| 4/22/69 | Villa Maria College | Skala & other 3 Youth Chair. | 29 | 19 | 48 | 277 | Sex and the Single Person<br>Drug Addiction & Teenagers<br>Law Enforcement (Brutality) |
| 4/29/69 | Luther Memorial | Skala & other 3 youth chair. | 15 | 10 | 25 | 302 | Education (Erie) |
| 5/6/69 | Luther Memorial | Kinsey & other 3 youth chair. | 18 | 10 | 28 | 330 | The Breaking Down of the Family<br>Health Services |
| 5/13/69 | Luther Memorial | Skala | 17 | 13 | 30 | 360 | Resolutions - Recommendations<br>Abortion, sex education, citizenship at 19, voting, drinking, curriculum, updating |
| | | | 209 | 151 | 360 | | |

FAYETTE COUNTY REPORT

Fayette County, with an area of 800 square miles, is located in southwestern Pennsylvania along the State's southern border and is the second county from the western boundary. The center of Fayette County is about 45 miles south and a little east of Pittsburgh.

Fayette's neighbor to the north is Westmoreland County, and to the east its neighbor is Somerset County. The southern boundary of Fayette County, the State Line, is the Mason and Dixon Line running due east and west at parallel 39° 43' 26". For most of this distance Fayette County borders West Virginia, but the last few miles to the east are a common boundary with Maryland.

According to the 1960 U.S. Census of Population, 5.2 per cent of Fayette County's residents were foreign-born whites and 4.8 per cent were non-white. There were in addition, of course, many other people living in the county whose parents were foreign-born.

The cities of Connellsville and Uniontown have lower percentages of foreign-born than does the county as a whole, while the two largest boroughs, Brownsville and Masontown, have percentages above that for the county. The percentage in Masontown was 9.6 in 1960 and in Brownsville 7.0. Many of the larger unincorporated communities have 10 per cent or more foreign-born. Most of these are mining communities in the "Klondike" district, roughly the area between Uniontown and Masontown.

The country from which the greatest number of Fayette's foreign-born came is Czechoslovakia, followed closely by Italy. These two account for about 45 per cent of the county's foreign-born. The next four in importance are all eastern or central European countries, Poland, Austria, Yugoslavia, and Hungary.

When the country of origin is examined on a community basis, we find that Italy is the leader in all four of the county's largest communities. It is apparent, therefore, that natives of Czechoslovakia are proportionally more numberous in the smaller communities closer to the mines. The percentage of Eastern Europeans is high in the Masontown area, the center of the most extensive current mining operations.

The percentage of non-white in 1960 was 4.8 for the county. This is exceeded in Brownsville and Uniontown, where the percentages were 9.8 and 6.3, respectively. Connellsville had only 3.2 and Masontown 2.4 per cent. The smaller communities in the west-central part of the county all had significant non-white populations.

The County's principal urban centers are the Cities of Uniontown and Connellsville with 1960 population of 17,942 and 12,814 repectively. There are 16 boroughs in the County with 1960 populations ranging from 287 in Ohiopyle to 6,055 in Brownsville. Fayette's 24 townships range in size from 1.6 square miles for Brownsville Township and 102 square miles for Wharton Township. 1960 populations ranged from 929 in Stewart to 14,427 in North Union Township.

Joining in Pennsylvania's statewide effort to improve its public school system, Fayette County is placing special emphasis on the formation of school administrative units large enough to provide well rounded facilities and six joint school districts are now in operation with the county.

School building construction in Fayette County has progressed rapidly since 1950. During the school term 1950-51, 196 public elementary schools were in operation. Consolidation and new building construction reduced the number of elementary schools

to 48 for the 1968-69 school term. The total cost for the new facilities, additions and renovations completed since 1950 exceeds $42,000,000.

One new building, Connellsville Senior High School will be under construction in 1968-69, at an estimated cost of $8,500,000.

The six joint districts are:

Unit 1 - Albert Gallatin Joint School District (Grades Kindergarten thru 12): Fairchance Borough, Georges Township, German Township, Masontown Borough, Nicholson Township, Point Marion Borough, Smithfield Borough and Springhill Township. Junior High Schools are operated at Masontown, Point Marion, Fairchance and McClellandtown and Senior High Schools are in all of the preceding with the exception of Masontown.

Unit II - Frazier Joint School District (Grades Kindergarten thru 12): The separate districts comprising this joint district are Perry Township, Lower Tyrone Township and Jefferson Township. The Junior and Senior High Schools are both located in Perryopolis.

Unit III - Brownsville Joint School District (Grades Kindergarten thru 12): Brownsville Borough, West Brownsville Borough, Brownsville Township, Luzerne Township and Redstone Township. The Junior High School is located at Republic while the Senior High School is in Brownsville.

Unit IV - Connellsville Area School District (Grades Kindergarten thru 12): Bullskin Township, Connellsville City, Connellsville Township, Dawson Borough, Dunbar Borough, Dunbar Township, Saltlick Township, South Connellsville Borough, Springfield Township and Vanderbilt Borough. The two Junior High Schools and the Senior High School are all in Connellsville.

Unit V - Laurel Highlands School District (Grades Kindergarten thru 12): North Union Township and South Union Township. There is a Junior and Senior High School in each of the two townships.

Unit VI - Uniontown Area School District (Grades Kindergarten thru 12): Franklin Township, Marclay Union, Mennallen Township, New Salem Independent, Ohiopyle Borough, Stewart Township, Uniontown City and Wharton Union. Both Junior High Schools and the Senior High School are in Uniontown.

## PAROCHIAL SCHOOLS

In Fayette County there are 18 Catholic Parochial Schools, three high schools and 15 elementary schools.

### High Schools

| | |
|---|---|
| Connellsville | Father Geibel Memorial |
| Masiontown | Kolb Memorial |
| Uniontown | St. John's |

### Elementary Schools

| | |
|---|---|
| Brownsville | St. Mary's |
| | St. Peter's |
| Connellsville | Holy Trinity |
| | Father Geibel Memorial |
| | St. John Evangelist |
| | St. Rita's |
| Dunbar | St. Aloysius |
| Everson | St. Joseph's |
| Masontown | All Saints |
| Perryopolis | St. John's |
| Republic | Holy Rosary |
| Uniontown | St. John The Baptist |
| | St. John's |
| | St. Joseph's |
| | St. Mary's |

The Pennsylvania State University at University Park in Centre

County maintains an off-campus center in Fayette County. The Fayette Campus was established in 1965 and is prepared to serve the four county area of Fayette, Greene, Washington, and Westmoreland with many programs. The ten colleges within the University now offer 100 undergraduate majors. The first two years of the Bachelor Degree program maybe taken at the local campus while the final two years are completed at some other accredited institution of higher learning. In addition, programs are offered in five different associate degree areas including agricultural, business, business administration, drafting and design, electrical and electronics.

All of the high schools in Fayette County offer courses in commercial subjects and in June, 1968, graduated an estimated 720 students with varying degrees of proficiency in shorthand, typing, bookkeeping and office practice.

The secondary schools in Fayette County have complete programs in Industrial Arts training. Most of the high schools now have programs in wood, metal and electrical training. Brownsville Area includes a course in welding in the Industrial Arts program. Wood working and mechanical drawing are taught in all secondary schools. Some of the high schools offer complete courses in drafting.

AREA GOAL - EDUCATION

1. Expand the program and facilities for vocational and technical education. To construct a building in the northern part of the county, to serve the Connellsville-Frazier area as soon as possible, due to the increased industrial activity in the area. Expand the program, and if possible, facilities at the Uniontown Area Tech, especially to provide for more opportunities for adult retraining programs.

2. Determine the feasibility of a Laurel Highlands - Uniontown merger.
   a. To find an adequate site for the proposed Uniontown Area Senior High School.
   b. Complete secondary school buildings in Uniontown Area and Laurel Highlands.
3. Strive for the ultimate completion of facilities at the Pennsylvania State University, Fayette Campus, on the 187-acre site in North Union Township. Facilities to be included are student union, library and ultimately dormitories for students.
4. Continue and give a priority to a concentrated effort to secure well qualified staff members to fill teaching vacancies created by retirements and attrition.
5. Determine how to improve communication and public relations with the tax payers regarding the increased cost of education.
6. Improve teacher-pupil ratio and improve the curricula wherein each graduate is qualified in the basic skills.
7. Determine how to secure increased support from the State level in financing our educational program.
8. Determine how to adequately meet the teacher shortage.
9. Conduct meaningful educational In-Service training for teachers to constantly strive for quality teaching and educational opportunities for children.
10. Completion and approval of Ten-Year Master Plans which are required by the Pennsylvania Department of Public Instruction for all school districts in Pennsylvania by July 1, 1969.
11. Continue to expand adult educational programs. Encourage the maximum utilization of regular and vocational school facilities during non-school hours. Expand adult basic education, the

high school equivalency programs and adult extension and continuing education programs.

12. A continued program in Head Start and an expanded program in early childhood development for all pre-school children. Provide for an adequate follow-through in the primary grades of the elementary school.

13. Local school district participation in Pilot Experimental Programs in education through the leadership provided by the Tri-County Curriculum Center at California State College.

14. A continual effort to improve and expand the curriculum for all children and in all phases of the educational program.

The elimination of substandard housing in Fayette County really presents a challenge. A number of families living in the substandard dwelling units in the mining communities are employed in the coal industry and could afford much better housing. These people, due to their income, are ineligible for public housing and cannot be encouraged to build modern housing that they can afford. There are a number of pensioners and retired people who own their own homes in the mining communities who would not sell them and move into low-rent housing if it were available. These families prefer to continue to live in the homes that they own, even though they are substandard.

GOALS FOR HOUSING

1. Accelerate the program for providing low-rent public housing for the elderly and continue to construct other low-rent housing in areas where the demand is greatest.

GOALS FOR HOUSING:

2. Develop a program to stimulate the private housing industry to construct housing for low and moderate income families.
3. Encourage the adoption of housing codes and compel property owners of substandard housing to either meet modern housing requirements or demolish the structure.
4. Effect the necessary action to have the Department of Public Welfare to discontinue subsidizing the rental of substandard dwellings which do not meet the minimum standards of modern housing codes.
5. Plan a program that will encourage the cities, boroughs, and townships of Fayette County to keep more accurate records of demolition of old houses and the construction of new dwellings and submit such information quarterly to the Fayette County Planning and Zoning Commission.
6. Support action for planned neighborhoods that are integrated socially, economically and racially.

The migration of persons between 15 and 34 years of age, the most productive age groups, has been great for Fayette County. This is a tragic loss for the county. The 15.8% decline of those under five years of age is a result of the loss of persons in the "parental" age group and has implications for the future school program. The only age group substantially increasing in numbers included thos over 65 years of age. This fact suggest that a large number of persons in the county are living on limited fixed incomes and have special requirements in terms of housing, health facilities, etc. Awareness of this need has resulted in the recent completion of the East View Terrace housing project in Uniontown which includes 30 units for

Table 3

POPULATION COMPOSITION TRENDS, 1950-1960
Number of Persons by Sex and Age Groups, Fayette County

| Age Group | 1960 Male | 1960 Female | 1950-1960 % Change | Each Age Group as a % of Total Population, 1960 | 1950 Male | 1950 Female | % of Total Population, 1950 |
|---|---|---|---|---|---|---|---|
| Under 5 | 8,601 | 8,419 | -15.8 | 10.1 | 10,393 | 9,810 | 10.5 |
| 5-9 ) | 8,922 | 8,525 | | 10.3 | 9,170 | 8,816 | 9.5 |
| ) | | | - 1.4 | | | | |
| 10-14) | 8,578 | 8,318 | | 10.0 | 8,556 | 8,272 | 8.8 |
| 15-19) | 6,511 | 6,625 | | 7.7 | 7,200 | 7,571 | 7.8 |
| ) | | | -27.8 | | | | |
| 20-24) | 3,633 | 4,408 | | 4.7 | 6,861 | 7,707 | 7.7 |
| 25-29) | 3,795 | 4,413 | | 4.8 | 7,307 | 7,793 | 8.0 |
| ) | | | -35.8 | | | | |
| 30-34) | 4,865 | 5,682 | | 6.3 | 6,829 | 7,262 | 7.4 |
| 35-39) | 5,582 | 6,219 | | 7.0 | 6,663 | 6,654 | 7.0 |
| ) | | | - 6.0 | | | | |
| 40-44) | 5,418 | 5,983 | | 6.7 | 5,504 | 5,846 | 6.0 |
| 45-49) | 5,367 | 5,559 | | 6.5 | 4,997 | 5,232 | 5.4 |
| ) | | | + 3.0 | | | | |
| 50-54) | 4,457 | 4,862 | | 5.5 | 4,833 | 4,614 | 5.0 |
| 55-59) | 4,072 | 4,316 | | 4.9 | 4,642 | 4,271 | 4.7 |
| ) | | | - 4.4 | | | | |
| 60-64) | 3,710 | 3,721 | | 4.4 | 4,359 | 3,582 | 4.2 |
| 65-69 ) | 3,537 | 3,372 | | 4.1 | 3,570 | 3,054 | 3.5 |
| ) | | | | | | | |
| 70-74 ) | 2,903 | 2,700 | +23.9 | 3.3 | 2,281 | 1,942 | 2.2 |
| ) | | | | | | | |
| 75 & Over) | 3,064 | 3,203 | | 3.7 | 2,220 | 2,088 | 2.3 |
| TOTAL | 83,015 | 86,325 | | 100.0 | 95,385 | 94,514 | 100.0 |

Source: U. S. Census of Population

senior citizens. Additional housing for the elderly has been provided through the conversion of Uniontown's White Swan Hotel.

It is probable that the rate of outward flow of people from Fayette will tend to slow down because the major cutbacks in mining employment have already occurred and because the number of manufacturing jobs has increased with prospects of continued improvements. A discussion of the probable shape of change over the next decades is included in Part III.

## AGE COMPOSITION

Analysis of the county's age composition is needed in planning for education, recreation, health, and welfare programs. Shifts in the age structure of Fayette County are illustrated in the population pyramids for 1950 and 1960 shown on page 11. A population pyramid conveys the composition of the age-sex structure by horizontal bars which represent the number of persons in each age group. The population pyramid indicates at a glance what proportion of the population is in each stage of the life cycle - pre-school, school, young adult, middle age and old age.

The difference between the 1950 and 1960 population pyramids reflect the effects of economic and social decline in population composition. In areas experiencing decline in population due to out-migration, losses may be observed in the decreasing numbers of pre-school children and in the young adult groups. A sharp reduction in births or in the parental age groups in one time-period shows clearly when comparing population pyramids of two or more time-periods. An increase in the elderly groups can be discerned in a population pyramid which tends to be heavy at the top. All of these effects can be seen when the 1950 and 1960 pyramids for Fayette County are compared.

The population pyramid for 1950 is "younger" than that for 1960. It will be noted that in 1950 in the middle and lower sections of the pyramid, the bars representing the youngest age groups are a result of the post-World War II "baby boom." Birth rates were fairly high throughout the 1950's, but rates are now following a downward trend. The young population of 1950 gives the pyramid a relatively normal shape in contrast to the 1960 pyramid which is more irregular.

The effects of out-migration and decreasing births between 1950 and 1960 for the age groups under 5, 15 to 24 and 25 to 34 can be seen in Table 4. The percentage decrease during the decade for these three groups was -15.8%, -27.8% and -35.8%, respectively. The interrelationship of age groups is obvious since the loss of the "parental" category means a decline in the number of resident births. Especially noteworthy is the 23.9% increase in persons over 65 years of age.

Table 4 is a thumbnail summary of data on the change of age composition in Fayette. It shows most simply the impact of recent changes for the school age group and the elderly who will require special kinds of programs and facilities. There were 3,854 fewer school-age children in 1960 than in 1950; 3,624 more persons over 65 years of age; and the median age of the population has moved upward by 3.4 years.

Table 4
SUMMARY OF AGE COMPOSITION DATA
1950-1960, Fayette County

| Age | 1960 | 1950 |
|---|---|---|
| Under 18 | 60,477 | 64,331 |
| 65 and Over | 18,779 | 15,155 |
| Median Age | 31.9 | 28.5 |

Source: U.S. Census of Population

# REPORT ON EDUCATION

1. Main criticism is of the teachers.

   (a) Show favorites
   (b) Do not teach. Waste time in class.
   (c) Stress grades too much over subject matter.
   (d) Tech school students complain of too many study halls.
   (e) " " " have no freedom of elective.
   (f) " " " have feeling of non acceptance in home high school.
   (g) Teachers ignor cheating. Know that it exists but do nothing about it.
   (h) Students are labeled in their home schools and atmosphere is permitted to continue.
   (i) Teachers do nothing to command respect of student body.

2. Of Schools in general.

   (a) Student councils are a farce. Students feel so and do not worry about electing other responsible students as their representatives.

   (b) Grading systems should be uniform within a school. Each teacher has different standards of grading.

   (c) Year books are considered a plaything done by the class sponsor or year book sponsor and not representative of the class itself.

   (d) School administrators offer to fake credits where they do not meet state requirements.

   (e) Students are not encouraged to "mix" in any way with others not in their classes or area of study. Never thrown together even in elective classes.

3. Of School boards.

   (a) Members of school boards should have to meet certain requirements and qualifications.
   (b) School boards should be elected on a non partisan basis. No party affiliation.
   (c) School boards are not selective enough of their personnel as to qualifications and consequently too many school jobs are political plums and not for the welfare or benefit of the taxpayer and students involved.

# REPORT ON THE HOME

I. Biggest Concern: Lack of Communication between parents and kids; Generation Gap.

Suggested Remedies: Listening - practice.

II. Major concern of young persons: Problems in Poverty Homes.

These include needs for legislation in areas defining responsibilities of the home as opposed to the responsibilities of legal authorities. These include such agencies as Child Welfare, Probation office, etc. Who is responsible for a child who is mistreated by his parents or guardians.

Comment by Miss Garner that such agencies usually see themselves as merely law enforcers. Also, problem of finding people willing to take the reponsibility of informing on parents who mistreat their children. Perhaps there is a need for laws to protect such informers from prosecution.

III. Third Major Concern: What can be done to relieve cultural deprivation of children brough up in such homes. Need for understanding of the problem by the general public. And, also, for legislation which seeks to compensate these kids educationally - thru grants, etc.; also, personally through expanded lunch programs and perhaps even provision for clothing and allowance. What can the place of youth be in solving the problems of our community? We like the idea of a continuing board to hope to influence the community institutions and hopefully to secure change in crucial areas. Personal commitment is definitely a necessary factor.

IV. Concern for Public Housing Adequacy. What needs to be done in this area. Hope for Government continued support. Group recognized that the family is a unit integral to our society's well being and realized that an adequate home is a prerequisite to a healthy family structure.

Crowding is a major cause of social deterioration, delinquency, etc.

V. Home's Relation to Delinquency in General. Again, some comments: Lack of privacy, proper nourishment, love and security can encourage delinquency. This is not limited to low income families but it also becoming more frequent in middle and higher income brackets.

GENERAL CONCLUSIONS:

The home is an integral part of our society and the government should take whatever steps necessary to secure the healthy development of the family structure. A destruction of this unit leads to social disintegration and a myriad of social ills. This can be prevented if the present trend toward disintegration can be halted through personal and collective effort.

There is a great communication gap between the parent and the child. The parents were stationary in mind, and they form their own opinions and will steadfastly stick by them, and that parents really do not understand about their children. Going off on this subjects leads to the point of children always getting their own way. The question was asked if children were disillusioned with being told no. Parents were said to have human attributes and love was a general part of their humanities.

The system of child raising then and now was discussed in two views; the strict was opposed to the part of being pals. From this we derived the attitude of respect. We arrived at two tangents; earned and automatic. The statement was make that we should not only respect differences but indifferences. Concern for the parent was also a topic of discussion. Again we come to the old generation as opposed to the new or now generation. It was stated that the old generation was family centered and that the now generation was more to the world wide aspect of life. The point was brought up that the bridge to the generation gap could be crossed if the parents would set up communication to the child at an early age. The question was asked if there was a need for authority. Ideas on that statement were up to a certain point, thus breaking down the wall of saying "No".

The meeting went off in a tangent, going from laws to moral and immoral situations. Laws and Jaywalking. To ignore laws or to change them - Does the end justify the means? The question was then asked if or how much the home contributes to your life. It was stated that is had a great influence during the early years of youth. This was said to have

bearing on your future judgement, materialistic and imaginary. It was also stated that the home gave an in-depth view of life (family). The next subject brought up was morality in the home. The statment was made and agreed upon that the morality was first tasted in the home but thrived in society. It was also said that the environment played an important part. The parent's "Guide to the Moral Code" was also mentioned. Work was also mentioned; as a duty to people, to society to live (food) and as the satisfaction in achievement. Contributions center sround the school and the home is losing it's influence and becoming a very private institution.

The need for Teen Centers was discussed and found to be in great demand. The schools were suggested as a possible place to hold such affairs because of the facilities if afforded. A date was set for a future meeting at the Pit, Coffee House, at 8:00 p.m. until midnight. The meeting broke up around 5:40 p.m. It was held at the Pit, May 21, 1969. The future meeting date is June 7.

# REPORT OF PEER GROUP

## Effect of Dress on Person

In high school age group, dress is more important. There is a feeling of being "left out" if unable to conform.

College age group felt that it was unimportant. The person, themself, was of greater importance. However, it was generally agreed that "sloppy" appearance contributed to bad and sloppy work habits, shows lack of respect for self and others.

They felt that type of clothing should be up to the individual. Most high school students revolt because they want to attract attention.

## Movies

The group thought the new rating system. If parents take the time to explain why they do not want the child to go to certain movies, the child is generally more reasonable.

## Vietnam War

All felt that the U. S. was right and shouldn't back out.

Draft card burners should be punished.

## R.O.T.C.

All agreed that it was an advantage to have it on campus.

## Sex and Morals

The discussion was not completed. No definite opinion yet.

Too much publicity on isolated cases.

## Voting Age

It was agree that the voting age should not be changed. All felt that at 18 one is too immature and not responsible enough to make such judgments. Voter is more responsible when earning money and paying taxes.

## Schools

Student Council should be able to present problems in an orderly and respectful fashion.

There should be respect between students and teachers - More open communications. Teacher and students should meet together to discuss problems.

News Media - General feelings of discontent and apprension, in particular:

1. Media seems to be waiting for violence and bizarre behavior. Aim seems to be "Sell News" rather than "Present News.

2. TV makes war, riots, murder, etc., more real. As a group, the news media approves of killing by concensus - That is WAR.

3. News is often mishandled. Interviewers lead questioning and distort answers.

4. Would like to see decrease in violence as sanctioned by news media. Wars, in particular, are presented as "Great Adventures with the U.S. as the White Knight."

Campus Protests: Students at this campus are, in general, very conservative.

1. Riots can be caused or prevented by improper or proper handling of student grievances.

2. Many students do not know the proper ways to present their problems, or have found the way blocked by hard-headed, tradition-minded, administrators and faculty.

3. Unanswered Questions -
How can students make demands?
Who should handle negotiations?

4. In general, riots and destruction of property, accomplish little.

Vietnam -

1. A political war

2. If we pull out, we will lose face.

- - - - - - -

Some results of earlier meeting with Ed Shoenbach are:

A. Censorship -

1. Emphasis should be on parental control rather than specific laws.

2. Youth do not feel that profanity is corrupting, per se.

3. Profanity has definite effect on adults which youth fell is unjustified.

In addition to our meeting, I am attempting to devise a reliable and valid questionaire which will be presented to students for approval. If they feel I am polling their interests in a fair manner, this questionaire will be used in area schools (as I obtain approvals) to sample these areas.

I will send you a copy for your study and comments and will bring the final form before Mrs. Braemer's committe for final approval.

I am negotiating for the use of University Resources to help in the analysis of results.

GENERAL COMMENTS:

School Boards:

1. School Board members should be paid a salary.
2. School Board members should be elected or appointed on an honor system.

The current tenure system has become a deterrent to a good, modern, progressive education.

A bad study system prevails in the schools. Classrooms are too large, and seats are too close.

Some teachers curse in the classroom.

Vocational students are not permitted to take language classes or other academic courses.

Sports Coaches are inadequate teachers of other subjects.

Vocational schools are good but education system bad.

A home and school visitor should bridge the gap between parent, child and community.

Youth needs better awareness of the avenues of communication and help with the establishment which are available to them.

Youth's major problem appears to be the lack of respect for anything or anyone. There is also a lack of proper directional authority.

People alienated from society commit crimes.

Non-belief of a law allows for breaking it.

Crimes without victims are the crimes which youth feel should not be wrong simply because society says they are wrong.

In regard to the use of drugs, youth feels that laws should be changed to conform to the wishes of youth. It should not be wrong because society feels it is wrong.

Our society tries to be relative in terms of the needs of the people - adults, but not children.

Alcoholism and its use are a major concern of today's youth.

Majority does not give any credence to the rights of the minority, even in voting problem.

The adults are apathetic toward youth because they interpret them as being irresponsible.

Youth needs a place to meet and discuss problems. More neighborhood youth centers are needed.

COMMENTS ON THE SCHOOLS:

The student council should meet more often and arrange more activities.

The need for better cafeterias and better food.

There is a need for more organized sports for girls.

A students suggests that French and Biology be available for students of eighth grade.

A drama class should be organized for grade school classes.

# REPORT

of

FOREST COUNTY COMMITTEE ON CHILDREN AND YOUTH

Governor's Council for Human Services

Russell M. Smith, Chairman, Tionesta, Pa.

Dean McFail, Youth Co-Chairman, East Hickory, Pa.

June 7, 1969

## SECTION I

### DESCRIPTION OF COUNTY

Forest County, Pennsylvania, is rural with a population in 1960 of 4,435, according to census figures. Population in Forest County reached its maximum in 1940 with 5,791 people. Since then until 1960 there had been a steady, slight decline each decade. The population has increased 11.5% to 5,000 since 1960, according to provisional population figures provided by Pennsylvania State Planning Board. Only one other Northwestern Pennsylvania county, Warren, excelled Forest County's present increase in population during this period.

The population increases tremendously during the tourist, fishing and hunting seasons. Many of these people stay a few days when they occupy the nearly 7,000 vacation homes in Forest County.

In 1965 it was estimated that 17% of the people were youth 9 to 19 years of age. From various statistics it is recognized that the number of people above 65 years of age in Forest County ranks higher than the average for other counties.

Family incomes in Forest County tend to cluster in $3,000 to $6,000 range, although there are considerable numbers (one-fourth of the total) whose incomes in 1959 were less than $3,000.

Major industries in the county are glass making, lumbering and manufacture of small plastic articles.

## SECTION II

### ORGANIZATION

The 12 adult and 7 youth members of the Forest County Committee were selected so that each could represent well religion, education, health, public welfare, or organizations concerned with youth values.

Two meetings of the full committee were held. There was one meeting of youth. The major communities of East and West Forest were well represented at each full committee meeting.

Cooperationwas well established with West Forest School faculty representatives and students. Five members of the Youth Committee are teen-leaders in 4-H Clubs. They expressed opinions on education, family life and youth values.

## SECTION III

### COMMITTEE FINDINGS

The following problem areas were identified by the County Committee and listed by vote in order of importance:

Education
Job Opportunities
Recreation

## SECTION IV

### A. COMMITTEE RECOMMENDATIONS

#### Education

An education problem brought out at the meetings is that there is little choice of electives for high school students. Extra-curricular activities are also quite limited. Lack of travel facilities for students who stay after school or come at night for such activities discourages organization of school clubs or inter-school contests.

Here is a problem that was revealed in committee discussion, and was documented by a 1969 College Graduate, who obtained her preparatory education in Forest County. She wrote: "Although our county is limited somewhat financially, we must make an effort to secure teachers with good qualifications and proper certification in the area they'll be teaching in Forest Area Schools. I feel we need new teaching ideas and methods. These teachers should be continually checked on their actual teaching accomplishments and classroom conduct".

More advanced courses with "in depth study" should be offered and well-qualified teachers provided for them was another problem identified.

Appropriate agencies to bring about needed changes are: The School Board, Parent Teachers Association, Boosters, and other community organizations.

These groups also should explore the possibility of having one high school for the area. This would permit more electives, more advanced courses and more specialized teachers.

#### Job Opportunities

The lack of enough local job opportunities was rated second highest in priority. Although some thought more industries are needed, all agreed that many more jobs could be created by expanding outdoor recre-

ation facilities. Outdoor recreation without a doubt is Forest County's number one source of income.

Such activities as snow-mobile travel and contests, all-terrain-vehicle races, canoe trips, boating, water safety events, auto touring for pleasure, establishing resort motels and camp grounds, and handicrafts would make many jobs for adults and youth. The Indian Summer Festival stimulates these activities; hence more jobs.

People interested in leisure-time activity who have money or land should be encouraged to put it into quality recreation facilities. Recreation Boards and governmental units while supporting establishment of facilities would increase employment and thus boost local economy.

It was reported that the lumber industry needs more trained labor. "On the job training", seems to be the answer here. Governmental agencies should help with this training.

Recreation

Needs for youth recreation:

1. Schoolhouse should be open in summer for supervised recreation.
2. Improve school library program. Open Tionesta Public Library many more hours and at times when youth are most apt to use the facility.
3. More adults to help plan, organize and supervise.
4. Scheduled use of facilities, including early evening for teens who work.
5. Little league ball is fine for 12-year-olds, but a similar program is needed for the 13 to 15-year-olds.
6. More recreation features are needed for girls.
7. Opportunity to achieve. Ex: Junior Fireman
8. More "big brothers" to play or work with youth in one-parent households.

In the area of youth values, recreation plays an important role. The 1969 College Grad we questioned wrote, "I feel that some of today's social problems stem from a lack of recreational facilities within the County. A person must have a car and travel 20 to 25 miles to see a movie, go bowling, or take part in most other activities."

All of the recreation needs for youth listed require relatively little financial help, except the expanded library programs. Much more local voluntary leadership is required, however. A paid recreational activities director along with the volunteers could solve more readily the problems. Getting money to pay such a director may be out of the question.

The Forest Area School Board seems to be the most appropriate organization which should be requested to undertake sponsorship for fulfilling the recreation needs of youth. Presently the Board sponsors swimming instruction and water safety programs for Marienville and Tionesta areas.

This recreation program might well be broadened to include other needed activities.

The needs could best be called to the Board's attention by first getting the support of parents through an educational campaign conducted by P.T.A. officers during meetings and through newspapers and letters. Then a committee might attend a School Board meeting some time before the budget is formulated and ask for a summer recreation program director.

B. RECOMMENDATIONS SUMMARY

The Committee knows that financial assistance is needed to expedite solving the problems revealed for children and youth in the areas of education, job opportunities and recreation, but believes that much can be done through voluntary leadership, and intensified service by agencies already well established.

Encouraging youth with tactful supervision to assume more responsibility in helping to plan, organize and conduct recreation activities likely would give marvelous results.

Here is another quotation out of the letter from the '69 College Grad native of Forest County: "I feel that our youth need to be given credit where credit is due. Most people fail to realize that it is a minority of today's youth that is causing today's turmoil. These youth are given extreme publicity while the average teenager may go continually unnoticed as he works for his spending money, does volunteer work, brings an elderly person home during a rain storm, or visits a shut-in."

SECTION V

FOLLOW-UP

During the relatively short, busy time the Committee on Children and Youth has functioned, discussion at meetings created a noticeable increase of interest in youth problems and their possible solutions. This interest to some extent will be carried over to meetings of other youth organizations such as church, school and 4-H Clubs.

# APPENDIX

## MEMBERSHIP OF FOREST COUNTY COMMITTEE ON CHILDREN AND YOUTH

### Adults

George Castner, Marienville
Gary Dreihaup, Tionesta
Mrs. Mary S. Si, East Hickory
Paul Pascarella, Tidioute
Mrs. Louise Phillips, Marienville
Rev. Ralph Romine, Tionesta
Mrs. Alice Schrecengost, Marienville
Mrs. Kathleen Schwabenbauer, Tionesta
Karl P. Seiffert, Marienville
Mrs. Nancy G. Shoup, Marienville
Mrs. Florence Wise, R. D. 1, Tionesta
Russell M. Smith, Chairman, Tionesta

### Youth

William Andring, Marienville
Miss Debbie McWilliams, R. D. 2, Tidioute
Paul Mealy, R. D. 1, Tionesta
Harold Rodgers, Henry's Bend, R. D., Oil City
Miss Nancy Steigart, Tionesta
Miss Janis Wagner, R. D. 1, Tionesta
Dean McFail, Youth Co-Chairman, East Hickory

## MAJOR ORGANIZATIONS PARTICIPATING

The Forest County Board of Assistance provided clerical service for sending letters, meeting notice cards and the typing of this report. Postage for the meeting announcements also was provided.

Mrs. Mary S. Si, Executive Director, helped get the County Committee started and served as secretary during its meetings.

The Cooperative Extension Service of Forest County, Mrs. Nancy G. Shoup, Extension Home Economist, gave suggestions on committee organization and function, and provided information on the county situation especially concerning families.

The Forest County Commissioners provided a room in the courthouse for the County Committee to meet.

## ACKNOWLEDGEMENTS

Appreciation of cooperation is extended to the organizations mentioned, to contributors of ideas, and to Forest Press, the county's twice-weekly newspaper, and the daily newspapers of Oil City, Titusville and Warren.

Franklin Institute
1970
White House Conference

PREFACE

One of the newer phrases developed to describe problems which exist in our culture is "urban crisis." While it is most certainly true that our cities, each with its expanding megalopolis, have presented a focal point for dissension, disturbance and discussion, rural areas also are infected with their own pain and social maladies.

Our problems are not so evident to the casual observer, or as susceptible to organization as those of our more sophisticated "city cousins." Nevertheless, some recognition must be given, some voice raised to speak for those who daily live their own, often isolated, "Quiet Crisis."

## ORGANIZATION

The County Committee was comprised of 80 youth and 20 adults selected from all walks of life. The youth were chosen from the six school districts in the County, providing complete area coverage.

An introduction meeting was held in the fall of 1968, at which time major problem areas were brought out by the committee. Upon observing that the paramount needs of the area held close relationships, it was decided to break the committee into sub-committees, namely Education, Home Environment, and Youth Values.

The Educational Committee was headed by an adult Co-Chairman and composed of other interested Committee members. There duties being to canvas the County compiling data on major educational problems.

The Home Environment Committee was headed by an adult Co-Chairman and was also composed of interested committee members. There duties consisted of investigating poverty areas and any problems and suggestions which developed at the County meetings.

The Youth Values Committee was headed by a youth Co-Chairman and was comprised entirely of youth members. This committee was involved with searching the County for problems which affect todays youth.

## MEETINGS

| Type of Meetings | Number Sessions Held |
|---|---|
| A. Sub-Committees | |
| Youth Values | 8 |
| Home Environment | 5 |
| Education | 6 |
| B. Full County Meetings | 4 |
| C. Environmental Meetings (on the spot) | 9 |
| | Total Number of Meetings - 32 |

Attendance and representation throughout the County during these meetings was shown quite strongly in the rural zones, such as, Path Valley, Waynesboro and Scotland areas.

Percentages concerning groups of attendance are as follows:

| | |
|---|---|
| 1. Poverty Class | 42 % |
| 2. Professional Class | 30 % |
| 3. Laboring Class | 16 % |
| 4. Students in College | 12 % |

* * * * * * * * * * * * * * * * * *

| | |
|---|---|
| 1. Youth | 64 % |
| 2. Parents | 10 % |
| 3. Minority Groups | 17 % |
| 4. Unknowns | 9 % |

## ADULT COMMITTEE

James Rebert, County Chairman

| | | |
|---|---|---|
| ohn Slimmer | R. D. #2, Chambersburg, Pa. | 2647805 |
| ebbie Mallory | Child Care Office Franklin County | 2644125 ext. 27 |
| dgar Smith | 255 Miller St., Chambersburg, Pa. | 2634159 |
| tto Kroeger | 132 Harvest Lane, Chambersburg, Pa. | 2645321 |
| homas Stouffer | Principal, Central Jr. High, Chambersburg | 2639281 |
| r. George Baker, M.D. | Fayetteville, Pa. | 3523463 |
| reda Dixon | R. D. #2, Fayetteville, Pa. | 3522921 |
| ilda Lineweaver | 1619 Clinton Ave., Chambersburg, Pa. | 2634204 |
| ck Reidout | 158 W. Cathrine St., Chambersburg, Pa. | 2639948 |
| ieda Greer | Wilson College, Chambersburg, Pa. | 2644141 |
| ola Plantz | Fulton County Child Care, McConnellsburg | 4853553 |
| homas Englerth | R. D. #1, Chambersburg, Pa. | 2647428 |
| ake E. Martin | R. D. #3, Chambersburg, Pa. | 2639297 |
| ck T. Brown | 116 So. Second St., Chambersburg, Pa. | 2642628 |
| uglas Niemond | 2125 Lincoln Way East, Chambersburg, Pa. | 3523209 |
| rolyn McCartney | Dry Run, Pa. | 3492393 |
| nneth Katusin | 53 Woodland Way, Chambersburg, Pa. | 2649428 |
| s. Robert Graham | 704 Philadelphia Ave., Chambersburg, Pa. | 2631905 |
| chard Angle | 764 Lincoln Way East, Chambersburg, Pa. | 2631205 |
| s. Robert Addleman | 920 Leidig Drive, Chambersburg, Pa. | 2649747 |
| norable George Eppinger | Franklin County Court House, Chambersburg | 2644125 ext. 10 |

dult Committee (Continued)

| | | |
|---|---|---|
| Dr. Richard Layman, M.D. | Professional Arts Bldg., Chambersburg, Pa. | 2638461 |
| Richard Nye | 75 N. Main St., Chambersburg, Pa. | 2645387 |
| Betty Jo Schaeffer | 431 W. Queen St., Chambersburg, Pa. | 2638243 |
| Thomas McClearn | 115 Brumbaugh Ave., Chambersburg, Pa. | 2638157 |

## Chambersburg Area

| | | |
|---|---|---|
| borah Purvis, Youth Co-Chairman | 836 Loncoln Way West, Chambersburg, Pa. | 2644204 |
| rilyn Backofen | 50 Midland Drive, Chambersburg, Pa. | 2634067 |
| nda Burr | R. R. #4, Chambersburg, Pa. | 2638663 |
| yce Hess | R. R. #5, Chambersburg, Pa. | 2646026 |
| muel Starr | R. R. #3, Fayetteville, Pa. | 2634336 |
| ymond Barnhart | R. R. #8, Box 226, Chambersburg, Pa. | 2632906 |
| ter Blair | 1447 Wilson Ave., Chambersburg, Pa. | 2631234 |
| y Bumbaugh | R. R. #1, Chambersburg, Pa. | 3522719 |
| nise Brown | 641 Hollywell Ave., Chambersburg, Pa. | 2644092 |
| ryl Edwards, School Chairman | 132 E. Catherine St., Chambersburg, Pa. | 2645917 |
| ight Shaffer, School Chairman | 31 Walnut St., Chambersburg, Pa. | 2631762 |
| dy White | 30 West South St., Chambersburg, Pa. | 2645735 |
| nald Swingler | 522 S. Main St., Chambersburg, Pa. | 2639481 |
| eve Marshall | 840 Lincoln Way West, Chambersburg, Pa. | 2639540 |
| anne Davis | 223 Birch St., Chambersburg, Pa. | 2639304 |
| len Jenkins | 358 W. Loudon St., Chambersburg, Pa. | 2649101 |

## Path Valley Area

| | | |
|---|---|---|
| ve Baker, School Chairman | Spring Run, Pa. | 3492558 |
| ndie Shearer, School Chairman | Dry Run, Pa. | 3492312 |
| lliam Vocke | Fannettsburg, Pa. | 3492443 |
| ke Rosenberry | Willow Hill, Pa. | 3492693 |
| ncy Miller | Concord, Pa. | 3492663 |
| nna Cisney | Amberson, Pa. | 3492591 |
| nda Felmlee | Dry Run, Pa. | 3492215 |
| Ann Best | Dry Run, Pa. | 3492841 |
| n Steck, Jr., School Chairman | Willow Hill, Pa. | 3492696 |
| san Agett | Dry Run, Pa. | 3492820 |
| chard Cowan | Fannettsburg, Pa. | 3492649 |
| m Beaston | Amberson, Pa. | 3492557 |
| lla Bender | Concord, Pa. | 3492641 |
| thy Ciarrocca | Spring, Pa. | 3492459 |
| rry Coons | Dry Run, Pa. | 3492661 |

Scotland School Area

ileen Livesay, School Chairman

ames Bria

iana Gibbans

arry Irvin

endy Krieg

dmund Dougherty

ichard Harris

eorge Thomas

arry Jenkins, School Chairman

ichael Livesay

reg Moss

athy Boyance

arol Douts

ary Helm

udy Smith

Scotland School For Veterans Children
Scotland, Pa.

All Addresses are the same as ABOVE

## Waynesboro Area

| | |
|---|---|
| Bill Blubaugh, School Chairman | 44 N. Church St., Waynesboro, Pa. |
| John Keller | 221 E. Third St., Waynesboro, Pa. |
| Ken Flora | 113 S. Church St., Waynesboro, Pa. |
| Tim Teeter | R. D. #3, Waynesboro, Pa. |
| Robin Etter | 303 Geiser Ave., Waynesboro, Pa. |
| Karen Benedict | R. D. #1, Waynesboro, Pa. |
| William Stevenson | 935 Eastland Rd., Waynesboro, Pa. |
| Paul Golab | 415 Grennwood Ave., Mont Alto, Pa. |
| Ted Dorand | 720 W. Main St., Waynesboro, Pa. |
| Norma Moore | R. D. #4, Waynesboro, Pa. |
| Lucinda Burger | 308 N. Grant St., Waynesboro, Pa. |
| [illegible]yn Smith | R. D. 4, Waynesboro, Pa. |
| Linda Good | 987 Park St., Waynesboro, Pa. |
| Tim Monn | 236 Walnut St., Waynesboro, Pa. |
| Carol Rusmiselle | 217 Second St., Waynesboro, Pa. |
| Harryl Smith | R. D. #3, Waynesboro, Pa. |
| Evelyn Jones | R. D. 3, Waynesboro, Pa. |

## DESCRIPTION OF COUNTY

Franklin County is the fourth fastest growing county in Pennsylvania. It is located in the south central part of Pennsylvania, a part of the great Cumberland Valley. The county is located in a major area of Pennsylvania's most productive agricultural region. There are rich farm lands in the valley, which is bounded on the east by the South Mountains and on the west by the Kittatinny Range and Tuscarora Mountains. The entire area contains about 754 square miles. The county is part of the Potomac River Basin and is drained by the Conococheague and Conodogunet creeks. There are 15 townships and 7 boroughs, the two largest being Chambersburg, the County seat, and Waynesboro.

Franklin County has long been an area of productive farm lands because of its well-watered, fertile limestine soil. Agriculture has always been of major importance in its economy. Dairy products are most important in value of production, and peaches and apples are the most important fruit crops. The latest data shows farm products sold amounted to over $30 million.

There is a great variety of industry although the County is not highly industrialized. Most of the approximate 140 manufacturing firms are comparatively small in size. The latest data shows the value of production of these manufacturing firms was nearly $136 million.

Letterkenny Ordnance Depot, situated north of Chambersburg, is one of the largest U.S. Army depots in the nation, and is the largest employer in the area.

During the period of 1950 to 1960 Franklin County's population increased by more than 16.1 per cent to 88,172 and stands as of 1968 at about 105,400. The increase of 16.1 per cent registered by the County in that period is over twice as great as the population growth rate in Pennsylvania during the decade. It is also higher than that of five out of the seven surrounding counties.

Minority groups in Franklin County represent approximately 3 per cent of the population at the present time. Welfare recipients represent only 1.2 per cent of the population.

The following 4 tables give detailed information of the population composition of Franklin County according to the last official census in 1960. Special attention should be taken to the last table, that giving characteristics of the rural population. The predominantly rural character of the County is clearly brought out by the figures relating to the characteristics of the rural population. Out of the County's total population of 88,172 (in 1960), the rural population accounted for 56,020 (or 63.5 per cent). The bulk of the rural population (53,222) resides in relatively small townships and is almost exclusively white (99.9 per cent) and native born. Franklin County's rural population has a relatively lower proportion of people over 65 years of age than both the County's urban population and the State. It has a relatively higher proportion of children under 14 years of age than both the urban population of the County (about one-third as compared with the urban population's approximately one quarter), and the State (29.1 per cent). Population of working age (15 to 65 years

of age) represents approximately 60 per cent of the rural population - about the same percentage, that is, as in the urban areas, and the State as a whole.

Table 1

POPULATION CHANGES IN FRANKLIN
COUNTY AND PENNSYLVANIA, 1900-1960

| | Franklin County | | Pennsylvania | |
|---|---|---|---|---|
| | Number | Per Cent Change from Previous Census | Number | Per Cent Change from Previous Census |
| 1900 | 54,902 | --- | 6,302,115 | --- |
| 1910 | 59,775 | 8.9 | 7,665,111 | 21.6 |
| 1920 | 62,275 | 4.2 | 8,720,017 | 13.8 |
| 1930 | 65,010 | 4.4 | 9,631,350 | 10.5 |
| 1940 | 69,378 | 6.7 | 9,900,180 | 2.8 |
| 1950 | 75,927 | 9.4 | 10,498,012 | 6.0 |
| 1960 | 88,172 | 16.1 | 11,319,366 | 7.8 |

Source: U. S. Dept. of Commerce, Bureau of the Census, 1960 and prior censuses.

MAJOR MANUFACTURING FIRMS
IN FRANKLIN COUNTY

Whenever available, employment as of January 1, 1961, is given; otherwise; 1957 employment figures will be the most recent to be listed.

| Name of Firm and Location | Product Made | Number of Employees 1954 | 1957 | 1961 |
|---|---|---|---|---|
| CHAMBERSBURG AREA: | (INCLUDES CHAMBERSBURG, SHIPPENSBURG, AND SURROUNDING TOWNSHIPS) | | | |
| Chambersburg Baking Co. | Bread and other bakery products | 48 | 61 | 58 |
| Chambersburg Coca Cola Bottling Works, Inc. | Soft drinks | 15 | 18 | 20 |
| Chambersburg Dairy Products Co. | Milk, fluid | 29 | 75 | 61 |
| Chambersburg Engineering Co. | Metal working machinery | 361 | 293 | 208 |
| Chambersburg Lumber Co. | Wood products | 15 | 10 | 9 |
| Chambersburg Pattern Works | Industrial patterns | 8 | 15 | NA |
| Craft Press, Inc. | Commercial printing and lithographing | 24 | 20 | 20 |
| De Rose Industries, Inc. (formerly Brentwood Trailers of Pennsylvania, Inc.) | Trailer coaches | --- | 57 | 126 |
| Fulton Sportswear Co., Inc. | Women's clothing | 156 | 149 | 118 |
| Geyer Homes, Inc. | Prefabricated wooden buildings and structural members | --- | 11 | 33 |
| Geyer Lumber & Coal Co. | Millwork plant | 9 | 19 | |
| Hansen Hosiery Mills | Textile mill products | 66 | 65 | 35 |
| Heinz Co., H. J. | Canned fruits, vegetables, jams and jellies | 439 | 264 | 210 |
| Hennessey Lubricator Co. | Locomotives and parts | 23 | 40 | 75 |
| Knouse Foods Co-op, Inc. | Canned fruits, vegetables, jams and jellies | 297 | 258 | 34 |
| L'Aiglon Apparel | Women's dresses | --- | 109 | 200 |
| Marden Clothing Co., Inc. | Men's and boys' clothing | 376 | 451 | NA |

MAJOR MANUFACTURING FIRMS
IN FRANKLIN COUNTY
(Continued)

| Name of Firm and Location | Product Made | Number of Employees 1954 | 1957 | 1961 |
|---|---|---|---|---|
| Morrow, G. B. | Canned fruits, vegetables, jams, and jellies | 17 | 150 | NA |
| Mount Cydonia Sand Co., Inc. | Sand and gravel | 19 | 14 | 20 |
| Nitterhouse Concrete Products, Inc. | Concrete block and brick | 52 | 64 | 66 |
| Northern Homes of Pennsylvania, Inc. | Prefabricated wooden buildings and structural members | 27 | 33 | 28 |
| Peerless Furniture Co. | Wood household furniture, except upholstered | 66 | 93 | NA |
| Pet-Ritz Foods Division of Pet Milk Co. | Ice cream and frozen desserts | --- | 69 | 74 |
| Pinola Lime and Stone Corporation | Limestone | 3 | 3 | 15 |
| Public Opinion Co | Newspapers, publishing and printing | 42 | 46 | 42 |
| SKF Industries, Inc. | Ball and roller bearing | --- | 310 | 232 |
| Schoenman, Inc., J. (Stanley Mfg. Co.) | Men's clothing | 1,325 | 1,662 | 1,950 |
| Sealtest Supplee Division (National Dairy Products) | Condensed and evaporated milk | 31 | 38 | 40 |
| Shively's Dairy | Milk, fluid | 5 | 36 | 37 |
| U. S. Paper Mills, Inc. | Paper | 55 | 55 | 48 |
| U-Wanna-Wash Frocks, Co. | Women's dresses | 218 | 197 | NA |
| Valley Quarries, Inc. | Crushed and broken limestone | 28 | 25 | 39 |
| Valley Transit Mix, Inc. | Ready mix concrete | --- | 23 | 20 |
| Wenger's Home Bakery | Bread and other bakery products | 7 | 10 | 9 |
| Wood's Sons Co., T. B. | Mechanical power transmission equipment | 296 | 355 | 403 |

MAJOR MANUFACTURING FIRMS
IN FRANKLIN COUNTY
(Continued)

| Name of Firm and Location | Product Made | Number of Employees 1954 | 1957 | 1961 |
|---|---|---|---|---|
| GREENCASTLE AREA: (GREENCASTLE AND SURROUNDING TOWNSHIPS) | | | | |
| American Stores Co. (Greencastle Abattoir) | Meat packing | 10 | 10 | 35 |
| Asba Manufacturing Corp. | Women's, misses', children's, and infants' underwear and nightwear | 102 | 101 | 49 |
| Beck & Son, Inc., L. E. | Fabricated pipe and fittings | 28 | 33 | 37 |
| Breyer's Ice Cream (National Dairy Products) | Ice cream | --- | --- | 250 |
| Corning Glass Works | Glass products | --- | --- | 150 |
| Greencastle Coach Co. | Trailer coaches | --- | 43 | NA |
| Grove Manufacturing Co. | Farm machinery and equipment | 50 | 64 | NA |
| Rees, Inc., A. F. | Grease and tallow | 24 | 30 | 39 |
| Spitz, Inc., Leonard | Food preparations | 37 | 52 | 80 |
| Uccellini Manufacturing Co. | Electronics | --- | --- | 10 |
| Victor Hosiery Branch | Textile mill products | 33 | 31 | 25 |
| MERCERSBURG AREA: (MERCERSBURG AND SURROUNDING TOWNSHIPS) | | | | |
| Fry Coal & Stone Co. | Crushed and broken limestone | 22 | 22 | NA |
| Happen, Inc. | Men's and boys' clothing | --- | 19 | NA |
| Loewengart & Co. | Leather and finishing and tanning | 237 | 248 | NA |
| Mercer Co., Inc.1/ | Dresses, blouses, waists and skirts | 48 | 76 | NA |
| Mercersburg Dress Co., Inc. | Dresses | 133 | 51 | NA |
| Southern Cross | Metal equipment | --- | --- | NA |

MAJOR MANUFACTURING FIRMS
IN FRANKLIN COUNTY
(Continued)

| Name of Firm and Location | Product Made | Number of Employees 1954 | 1957 | 1961 |
|---|---|---|---|---|
| WAYNESBORO AREA: (WAYNESBORO AND SURROUNDING TOWNSHIPS) | | | | |
| Arthur's Dairy | Fluid milk | 4 | 24 | 21 |
| Carroll Shoe Co. | Rubber footwear | 73 | 95 | NA |
| Colonial Hardwood Flooring Co., Inc. | Floors | --- | 77 | 80 |
| Connie Sportswear | Women's clothing | --- | --- | 50 |
| Emmert Manufacturing Co. | Scientific instruments and associated equipment | 16 | 30 | 13 |
| Frick Co. | Refrigerators and refrigeration machinery | 933 | 864 | 600 |
| Glideline Corp. | Scientific instruments and associated equipment | --- | 10 | 15 |
| Globe Pattern Works | Industrial patterns | 12 | 22 | 21 |
| Good Lumber | Prefabricated wooden buildings and structural members | 14 | 11 | 39 |
| Hess Manufacturing Co. | Storm doors and windows | --- | --- | 41 |
| Hess Planing Mill Co. | Millwork plant | 15 | 22 | NA |
| Hull's Dairy | Fluid milk | --- | 28 | NA |
| Landis Machine Co. | Machine tool accessories and measuring devices | 845 | 879 | 613 |
| Landis Tool Co. | Metal cutting machine tools | 1,287 | 1,279 | 670 |
| Middour Co., G. C. | Metal doors, sash, frames, molding and trim | 20 | 11 | 10 |
| Record Herald Publishing Co. | Newspapers, publishing and printing | 51 | 46 | 40 |
| Wayne Tool Co. | Machine tool accessories and measuring devices | 39 | 33 | 19 |
| Waynesboro Ice & Cold Storage Co. | Frozen foods | 2 | --- | 17 |

MAJOR MANUFACTURING FIRMS
IN FRANKLIN COUNTY
(Continued)

| Name of Firm and Location | Product Made | Number of Employees 1954 | [illegible] | [illegible] |
|---|---|---|---|---|
| Waynesboro Knitting Co. American Lad & Textile Co. [illegible] | Textile mill products | [illegible] | [illegible] | [illegible] |
| Waynesboro Maple Works | [illegible] | 11 | [illegible] | 11 |
| Waynesboro [illegible] Co. | [illegible] | [illegible] | [illegible] | [illegible] |
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |

[illegible] 1954, was [illegible]

[illegible] available.

[illegible]

Table 2

POPULATION CHARACTERISTICS FOR FRANKLIN COUNTY
COMMUNITIES AND PENNSYLVANIA, 1960

| | Number | Per Cent Non-White | Per Cent Under 15 | Per Cent 15-64 | Per Cent 65 and Over |
|---|---|---|---|---|---|
| FRANKLIN COUNTY | 88,172 | 2.0 | 30.1 | 60.5 | 9.4 |
| Boroughs | | | | | |
| Chambersburg | 17,670 | 4.3 | 25.8 | 62.4 | 11.8 |
| Greencastle | 2,988 | 1.9 | 25.8 | 59.0 | 15.2 |
| Mercersburg | 1,759 | 6.7 | 26.9 | 59.7 | 13.4 |
| Mont Alto | 1,039 | 0.0 | 26.6 | 66.0 | 7.4 |
| Orrstown | 318 | 0.0 | 35.2 | 56.0 | 8.8 |
| Shippensburg (part) | 1,067 | 0.0 | 29.5 | 61.5 | 9.0 |
| Waynesboro | 10,427 | 1.9 | 26.3 | 61.1 | 12.6 |
| Townships | | | | | |
| Antrim | 5,729 | 1/ | 34.5 | 58.5 | 7.0 |
| Fannett | 1,663 | 0.1 | 31.0 | 58.4 | 10.6 |
| Greene | 6,953 | 1.1 | 33.5 | 59.5 | 7.0 |
| Guilford | 7,388 | 0.1 | 32.0 | 60.1 | 7.9 |
| Hamilton | 3,077 | 1.0 | 35.0 | 59.3 | 5.7 |
| Letterkenny | 1,208 | 1.4 | 35.2 | 58.3 | 6.5 |
| Lurgan | 1,406 | 0.1 | 36.1 | 56.9 | 7.0 |
| Metal | 1,189 | 0.0 | 32.9 | 58.6 | 8.5 |
| Montgomery | 2,819 | 1.3 | 36.1 | 54.7 | 9.2 |
| Peters | 3,488 | 1.7 | 32.0 | 60.0 | 8.0 |
| Quincy | 5,084 | 8.3 | 25.2 | 64.3 | 10.5 |
| St. Thomas | 3,026 | 0.0 | 33.6 | 58.6 | 7.8 |
| Southampton | 2,678 | 0.0 | 35.9 | 58.6 | 5.5 |
| Warren | 307 | 0.0 | 34.2 | 57.0 | 6.8 |
| Washington | 6,889 | 0.3 | 32.1 | 60.3 | 7.6 |
| Pennsylvania | 11,319,366 | 7.6 | 29.1 | 60.9 | 10.0 |

1/ Less than .05 of one per cent.

Table 2 (Continued)

POPULATION CHARACTERISTICS FOR FRANKLIN COUNTY
COMMUNITIES AND PENNSYLVANIA, 1960

| | Per Cent 15 Years Old and Over | | Per Cent 14 Years or Over Married | |
|---|---|---|---|---|
| | Male | Female | Male | Female |
| FRANKLIN COUNTY | 68.7 | 71.0 | 72.5 | 66.5 |
| Boroughs | | | | |
| Chambersburg | 70.9 | 76.8 | 74.6 | 56.7 |
| Greencastle | 72.1 | 76.0 | 76.3 | 61.7 |
| Mercersburg | 72.9 | 73.3 | 70.4 | 65.0 |
| Mont Alto | 75.0 | 71.5 | 55.6 | 73.4 |
| Orrstown | 64.4 | 65.1 | 76.0 | 71.2 |
| Shippensburg (part) | 69.3 | 71.6 | 79.2 | 73.0 |
| Waynesboro | 71.6 | 75.6 | 75.4 | 64.7 |
| Townships | | | | |
| Antrim | 64.5 | 66.3 | 71.1 | 73.5 |
| Fannett | 69.8 | 68.1 | 63.8 | 68.5 |
| Greene | 65.3 | 67.8 | 76.2 | 71.2 |
| Guilford | 68.0 | 68.0 | 75.2 | 72.6 |
| Hamilton | 64.0 | 66.1 | 72.9 | 74.6 |
| Letterkenny | 67.4 | 62.5 | 73.0 | 69.2 |
| Lurgan | 63.3 | 64.6 | 68.3 | 70.7 |
| Metal | 66.7 | 67.6 | 65.8 | 66.7 |
| Montgomery | 63.5 | 64.3 | 69.0 | 69.8 |
| Peters | 63.4 | 67.6 | 70.2 | 71.4 |
| Quincy | 76.5 | 72.8 | 59.3 | 61.0 |
| St. Thomas | 64.0 | 68.7 | 75.8 | 74.6 |
| Southampton | 62.3 | 65.8 | 73.5 | 68.8 |
| Warren | 64.7 | 66.9 | 72.3 | 66.4 |
| Washington | 67.8 | 67.9 | 75.1 | 75.7 |
| Pennsylvania | 69.6 | 72.1 | 69.0 | 64.2 |

Table 3

HOUSEHOLDS IN FRANKLIN COUNTY

| | Total Population | | Rural Population | |
|---|---|---|---|---|
| | White | Non-white | White | Non-white |
| In households: | 84,313 | 1,349 | 54,322 | 360 |
| Head of household | 25,796 | 370 | 15,405 | 93 |
| Head of primary family | 22,338 | 283 | NA | NA |
| Primary individual | 3,458 | 87 | NA | NA |
| Wife of head | 19,973 | 200 | 12,681 | NA |
| Child under 18 and other relative of head | 37,494 | 744 | 25,651 | NA |
| Non-relative of head | 1,050 | 35 | 585 | NA |
| In group quarters: | 2,109 | 401 | NA | NA |
| Inmate of an institution | 1,223 | 375 | NA | NA |
| Other | 886 | 26 | NA | NA |

NA - Not available.

Table 4

FRANKLIN COUNTY RURAL POPULATION, 1960

| Age Group | Total Rural Population Franklin County | Per Cent of Total | Rural Pop. Outside Places 1,000-2,500 | Per Cent of Total |
|---|---|---|---|---|
| Under 5 years | 6,294 | 11.2 | 6,034 | 11.3 |
| 5 to 9 years | 6,183 | 11.0 | 5,927 | 11.1 |
| 10 to 14 years | 5,681 | 10.1 | 5,448 | 10.2 |
| 15 to 19 years | 4,467 | 8.0 | 4,213 | 7.9 |
| 20 to 65 years | 29,023 | 51.8 | 27,540 | 51.7 |
| 65 and over | 4,372 | 7.8 | 4,060 | 7.6 |
| **Sex** | | | | |
| Male, total | 28,197 | 50.3 | 26,769 | 50.3 |
| Female, total | 27,823 | 49.7 | 26,453 | 49.7 |
| **Race** | | | | |
| White | 55,288 | 98.7 | 52,607 | 98.9 |
| Negro | 710 | 1.3 | 595 | 1.1 |
| Other | 22 | 1/ | 20 | 1/ |
| Total | 56,020 | 100.0 | 53,222 | 100.0 |

1/ Less than .05 of one per cent.

Franklin County is part of the labor market area, as defined by the Pennsylvania State Employment Service, which includes Fulton County plus Shippensburg Township and Southampton Township in Cumberland County. The fact that Franklin County is part of a larger labor market area presents certain difficulties in securing employment data for the County alone.

A study of area data reveals a variegeted pattern of employment, with farm employment accounting for approximately 16 per cent of the total and manufacturing for about 30 per cent. Wholesale, retail, and service and miscellaneous trades also account for about 16 per cent of the total. About 60 per cent of all employees are males, but females outnumber males in the manufacturing industries.

The largest single employer in Franklin County is Letterkenny Depot. The Depot occupies 20,717 acres. It accounts for something over 10 per cent of the employment in the balor market area and approximately 20 per cent of employment in Franklin County. The presence of this large installation makes the distribution of agricultural and manufacturing employment in the area a little unusual.

The range of wage rates and salaries paid for selected jobs in Franklin County appears in table 5. The data for table 5 was gathered in March 1961 by the Pa. Dept. of Labor and Industry, Bureau of Employment Security. Wages have increased since that time but not like they have in urban areas of larger populations. At Letterkenny, the clerical, technical and administrative staff are paid on the same basic pay schedule as other Federal employees.

Table 5

SELECTED WAGE AND SALARY RATES - FRANKLIN COUNTY - MARCH 1961

| | Minimum | Maximum |
|---|---|---|
| | Rate per Hour | |
| Toolmaker | $ 1.85 | $ 2.40 |
| Machinist | 1.75 | 2.40 |
| Turret lathe operator | 1.65 | 2.25 |
| Engine lathe operator | 1.65 | 2.25 |
| Milling machine operator | 1.50 | 2.10 |
| Boring mill operator | 1.60 | 2.20 |
| Radial drill press operator | 1.50 | 2.10 |
| Power shear operator | 1.50 | 1.90 |
| Power saw operator | 1.40 | 1.80 |
| Combination welder | 1.75 | 2.25 |
| Electric welder | 1.75 | 2.25 |
| Acetylene burner | 1.50 | 2.00 |
| Painter, spray | 1.40 | 1.75 |
| Tool grinder | 1.55 | 2.05 |
| Maintenance electrician | 1.90 | 2.35 |
| Fork lift operator | 1.50 | 2.00 |
| Tool room clerk | 1.25 | 1.75 |
| Clerk | 1.40 | 1.85 |
| Stockroom clerk | 1.40 | 1.85 |
| Laborer | 1.25 | 1.85 |
| Molder | 1.60 | 2.40 |
| Coremaker | 1.50 | 2.25 |
| Patternmaker | 1.90 | 2.25 |
| Fireman, stationary boiler | 1.50 | 2.00 |
| Blacksmith | 1.80 | 2.25 |
| Assembler | 1.75 | 2.25 |
| Grinder, internal & external | 1.50 | 2.25 |
| Cupola tender | 1.60 | 2.10 |
| Electric bridge crane operator | 1.65 | 2.00 |
| S.S. drill press operator | 1.40 | 2.00 |
| Chipper | 1.45 | 1.95 |
| Shaper operator | 1.50 | 1.95 |
| Slotter operator | 1.50 | 1.95 |
| Truck driver, outside | 1.50 | 1.95 |
| Carpenter | 1.75 | 3.00 |
| Electrician | 1.60 | 3.25 |
| | Rate per Week | |
| Clerk typist | 45.00 | 60.00 |
| Stenographer | 50.00 | 70.00 |

Agriculture has always been of importance in the economy of Franklin County. The largest portion of County valley land is of limestone origin and very fertile. The hillside slopes are well adapted for fruit growing. Compared with its neighboring counties, Franklin County ranked first in value of farm products sold. It ranks fourth in the entire State.

Although Franklin County is mainly farm land, there is a wide distribution of industry. Several groups in Franklin County have been organized for the purposes of planning for area growth and for the development of existing industries, and for the attraction of new industry. All local Chambers of Commerce have committees within their organizations working for the attraction of new industry to their communities. In addition, there are other organized groups with interests more regional in character. Some are countywide in scope; others are interested in only a portion of the County.

The Franklin County Area Development Corporation is a county-wide, nonprofit organization composed of members from all parts of the County who are interested in the development of the entire area.

The next five pages is a list of the major manufacturing firms in Franklin County. The last date shown is 1961, but there have been many changes in the firms since that time. The larger companies have declined in the number of employees because of automation while some of the others have increased about 30 per cent in employees. The following new operations or new plants have come into the County

since 1961; American Can Company, Marathon Co., a plant for paper food packaging materials; Corning Glass Works, glass products; Glideline Corp., drafting machines precision parts; Mercer Co., Inc., garment manufacturing, a new plant; Uccellini Mfg. Company, electronic wiring and sheet metal components.

## ORGANIZATION

The County Committee was comprised of 80 youth and 20 adults selected from all walks of life. The youth were chosen from the six school districts in the County, providing complete area coverage.

An introduction meeting was held in the fall of 1968, at which time major problem areas were brought out by the committee. Upon observing that the paramount needs of the area held close relationships, it was decided to break the committee into sub-committees, namely Education, Home Environment, and Youth Values.

The Educational Committee was headed by an adult Co-Chairman and composed of other interested Committee members. There duties being to canvas the County compiling data on major educational problems.

The Home Environment Committee was headed by an adult Co-Chairman and was also composed of interested committee members. There duties consisted of investigating poverty areas and any problems and suggestions which developed at the County meetings.

The Youth Values Committee was headed by a youth Co-Chairman and was comprised entirely of youth members. This committee was involved with searching the County for problems which affect todays youth.

## MEETINGS

| Type of Meetings | Number Sessions Held |
|---|---|
| A. Sub-Committees | |
| Youth Values | 8 |
| Home Environment | 5 |
| Education | 6 |
| B. Full County Meetings | 4 |
| C. Environmental Meetings (on the spot) | 9 |
| | Total Number of Meetings - 32 |

Attendance and representation throughout the County during these meetings was shown quite strongly in the rural zones, such as, Path Valley, Waynesboro and Scotland areas.

Percentages concerning groups of attendance are as follows:

1. Poverty Class 42 %
2. Professional Class 30 %
3. Laboring Class 16 %
4. Students in College 12 %

* * * * * * * * * * * * * * * * * *

1. Youth 64 %
2. Parents 10 %
3. Minority Groups 17 %
4. Unknowns 9 %

## ADULT COMMITTEE

James Rebert, County Chairman

| | | |
|---|---|---|
| John Slimmer | R. D. #2, Chambersburg, Pa. | 2647805 |
| Debbie Mallory | Child Care Office Franklin County | 2644125 ext. 27 |
| Edgar Smith | 255 Miller St., Chambersburg, Pa. | 2634159 |
| Otto Kroeger | 132 Harvest Lane, Chambersburg, Pa. | 2645321 |
| Thomas Stouffer | Principal, Central Jr. High, Chambersburg | 2639281 |
| Dr. George Baker, M.D. | Fayetteville, Pa. | 3523463 |
| Freda Dixon | R. D. #2, Fayetteville, Pa. | 3522921 |
| Hilda Lineweaver | 1619 Clinton Ave., Chambersburg, Pa. | 2634204 |
| ck Reidout | 158 W. Cathrine St., Chambersburg, Pa. | 2639948 |
| ieda Greer | Wilson College, Chambersburg, Pa. | 2644141 |
| Viola Plantz | Fulton County Child Care, McConnellsburg | 4853553 |
| Thomas Englerth | R. D. #1, Chambersburg, Pa. | 2647428 |
| Blake E. Martin | R. D. #3, Chambersburg, Pa. | 2639297 |
| Jack T. Brown | 116 So. Second St., Chambersburg, Pa. | 2642628 |
| Douglas Niemond | 2125 Lincoln Way East, Chambersburg, Pa. | 3523209 |
| Carolyn McCartney | Dry Run, Pa. | 3492393 |
| Kenneth Katusin | 53 Woodland Way, Chambersburg, Pa. | 2649428 |
| Mrs. Robert Graham | 704 Philadelphia Ave., Chambersburg, Pa. | 2631905 |
| Richard Angle | 764 Lincoln Way East, Chambersburg, Pa. | 2631205 |
| Mrs. Robert Addleman | 920 Leidig Drive, Chambersburg, Pa. | 2649747 |
| Honorable George Eppinger | Franklin County Court House, Chambersburg | 2644125 ext. 10 |

Adult Committee (Continued)

| | | |
|---|---|---|
| Dr. Richard Layman, M.D. | Professional Arts Bldg., Chambersburg, Pa. | 2638461 |
| Richard Nye | 75 N. Main St., Chambersburg, Pa. | 2645387 |
| Betty Jo Schaeffer | 431 W. Queen St., Chambersburg, Pa. | 2638243 |
| Thomas McClearn | 115 Brumbaugh Ave., Chambersburg, Pa. | 2638157 |

## Chambersburg Area

| | | |
|---|---|---|
| eborah Purvis, Youth Co-Chairman | 836 Loncoln Way West, Chambersburg, Pa. | 2614204 |
| arilyn Backofen | 50 Midland Drive, Chambersburg, Pa. | 2634067 |
| inda Burr | R. R. #4, Chambersburg, Pa. | 2638663 |
| oyce Hess | R. R. #5, Chambersburg, Pa. | 2646026 |
| amuel Starr | R. R. #3, Fayetteville, Pa. | 2634336 |
| aymond Barnhart | R. R. #8, Box 226, Chambersburg, Pa. | 2632906 |
| ster Blair | 1447 Wilson Ave., Chambersburg, Pa. | 2631234 |
| ay Bumbaugh | R. R. #1, Chambersburg, Pa. | 3522719 |
| enise Brown | 641 Hollywell Ave., Chambersburg, Pa. | 2644092 |
| eryl Edwards, School Chairman | 132 E. Catherine St., Chambersburg, Pa. | 2645917 |
| right Shaffer, School Chairman | 31 Walnut St., Chambersburg, Pa. | 2631762 |
| ady White | 30 West South St., Chambersburg, Pa. | 2645735 |
| onald Swingler | 522 S. Main St., Chambersburg, Pa. | 2639481 |
| eve Marshall | 840 Lincoln Way West, Chambersburg, Pa. | 2639540 |
| anne Davis | 223 Birch St., Chambersburg, Pa. | 2639304 |
| len Jenkins | 358 W. Loudon St., Chambersburg, Pa. | 2649101 |

## Path Valley Area

| | | |
|---|---|---|
| Dave Baker, School Chairman | Spring Run, Pa. | 3492558 |
| Mondie Shearer, School Chairman | Dry Run, Pa. | 3492312 |
| William Vocke | Fannettsburg, Pa. | 3492443 |
| Mike Rosenberry | Willow Hill, Pa. | 3492693 |
| Nancy Miller | Concord, Pa. | 3492663 |
| Donna Cisney | Amberson, Pa. | 3492591 |
| Linda Felmlee | Dry Run, Pa. | 3492215 |
| JoAnn Best | Dry Run, Pa. | 3492841 |
| Ben Steck, Jr., School Chairman | Willow Hill, Pa. | 3492696 |
| Susan Agett | Dry Run, Pa. | 3492820 |
| Richard Cowan | Fannettsburg, Pa. | 3492649 |
| [illegible]n Beaston | Amberson, Pa. | 3492557 |
| [illegible]illa Bender | Concord, Pa. | 3492641 |
| Kathy Ciarrocca | Spring, Pa. | 3492459 |
| Larry Coons | Dry Run, Pa. | 3492661 |

## Scotland School Area

Eileen Livesay, School Chairman

James Bria

Diana Gibbans

Larry Irvin

Wendy Krieg

Edmund Dougherty

Richard Harris

George Thomas

Harry Jenkins, School Chairman

Michael Livesay

Greg Moss

Kathy Boyance

Carol Douts

Mary Helm

Judy Smith

Scotland School For Veterans Children
Scotland, Pa.

All Addresses are the same as ABOVE

## Waynesboro Area

| | |
|---|---|
| Bill Blubaugh, School Chairman | 44 N. Church St., Waynesboro, Pa. |
| John Keller | 221 E. Third St., Waynesboro, Pa. |
| Ken Flora | 113 S. Church St., Waynesboro, Pa. |
| Tim Teeter | R. D. #3, Waynesboro, Pa. |
| Robin Etter | 303 Geiser Ave., Waynesboro, Pa. |
| Karen Benedict | R. D. #1, Waynesboro, Pa. |
| William Stevenson | 935 Eastland Rd., Waynesboro, Pa. |
| Paul Golab | 415 Grennwood Ave., Mont Alto, Pa. |
| Ted Dorand | 720 W. Main St., Waynesboro, Pa. |
| Norma Moore | R. D. #4, Waynesboro, Pa. |
| Lucinda Burger | 308 N. Grant St., Waynesboro, Pa. |
| [illegible]byn Smith | R. D. #4, Waynesboro, Pa. |
| Linda Good | 987 Park St., Waynesboro, Pa. |
| Tim Monn | 236 Walnut St., Waynesboro, Pa. |
| Carol Rusmiselle | 217 Second St., Waynesboro, Pa. |
| Darryl Smith | R. D. #3, Waynesboro, Pa. |
| Evelyn Jones | R. D. #3, Waynesboro, Pa. |

# EDUCATION

Sub-Committee Chairman,

Betty Jo Schaeffer

## Section III

Problem Areas in the Field of Education(as identified by the Franklin County Education Committee)

1. The Guidance and Counseling Program
2. School Drop-Outs
3. Changes in School Curriculum
4. Usage of Drugs and Alcohol by Young People
5. Schooling for Unwed Mothers

Section IV

Recommendations of the Franklin County Education Committee

A. Problem Area #1 ---- The Guidance and Counseling Program

1. What essential changes or improvements are needed?

As far as the guidance and counseling program is concerned, the most immediate need is for an increase in the number of guidance counselors employed by all Franklin County schools. In a Chambersburg junior high school there are only 2 counselors available for 1200 students. These counselors are too occupied with paper work, such as the forms for Achievement Tests and all cumulative student records, as well as all other odd jobs that administrators can't fill with other school district employees. These tasks naturally leave the counselors with no time for meaningful conferences with individual students. Other area schools don't fare much better when it comes to the number of counselors available per school. At the Chambersburg Senior High School there are 6 counselors for over 2300 students. The Waynesboro high school and the Scotland School for Veterans' Children do not have guidance counselors proportionate to their student populations. The Path Valley High School has only one male counselor. Guidance, however, is not his only job. He is also responsible for teaching typing and other business subjects. Full-time counselors, male and female, are certainly needed in all schools.

The addition of more guidance counselors in each school district would permit certain counselors to specialize in areas such as psychology, home problems, and drop-outs. More guidance counselors would make it possible for there to be group guidance courses taught by counselors on study and work habits, social-personal problems of youth, and post graduation courses on family living and management.

Private offices for counselors are also a necessity when it comes to making improvements in the field of guidance services. [illegible]. Counselors are greatly handicapped if their individual conferences with students must be held in school offices or storage rooms.

Private offices for counselors would not only facilitate private consultations with students, but also with school personnel and parents.

That teachers and guidance counselors should have a closer working relationship was another recommendation made by County citizens. First of all it was recommended that teachers should have more training in the field of guidance. This could be accomplished in several ways. Colleges could require additional credit hours in guidance and counseling for all prospective teachers. Those already teaching could be required to take graduate courses. Inservice training for teachers in the areas of classroo guidance, parent conference techniques, standard testing and other evaluative tools would be of invaluable benefit to the entire guidance program. Regular conferences between the guidance counselor and individual teachers concerning certain problem students would be beneficial to all involved.

A large number of the citizens interviewed by the committee felt that major emphasis should be placed upon an elementary program which was both preventive and developmental in nature. Elementary guidance should be regarded as an integral part of the elementary program and never as merely a "fringe benefit". Counseling services should be available to <u>all</u> students at all educational levels, not just to those who seem outwardly to have the most problems.

2. What time factor for implementation may be involved?

   Many of the recommendations made for this problem area could be implemented within a year's time. However all programs suggested above could be in operation in four or five years.

3. What important population group would be primarily affected?

   all school-age children

4. What groups need to be involved to bring about change?

   a. local school boards

   b. school administrators

   c. school personnel (teachers and guidance counselors)

5. What is the appropriate agency or organization which should be requested to undertake sponsership for change?

   local school boards

B. <u>Summary of Recommendations</u>

<u>Legislative</u> --

Legislative measures may be necessary in order to establish salaries for additional guidance counselors.

Strengthening Present Services

1. The hiring of additional guidance counselors to meet the needs of increased school populations
2. Private offices for counselors
3. Permitting counselors to spend their full time in the guidance and counseling program
4. A closer working relationship between teachers and counselors involving regular conferences about students
5. More emphasis should be placed on the elementary program where most student problems begin

Creation of New Services

1. Guidance counselors to specialize in problem areas
2. The teaching of group guidance courses by counselors
3. Inservice guidance program for teachers

A. Problem Area # 2 --- School Drop-Outs

1. What essential changes or improvements are needed?

To identify potential drop-outs and to ultimately prevent them from dropping out is one of the prime concerns of all school districts. The establishment of a Citizen's Advisory Council, consisting of interested community members, might be a beginning step in tackling the drop- out problem. This Citizen's Advisory Council would have the job of investigating the causes and means of preventing school drop-outs. The Council would also initiate an investigation of supportive and supplemental services provided in the community. The new technical school planned for the Chambersburg area should prove attractive to potential drop-outs and help bring about a decrease in the number of area drop-outs.

A concrete program for the prevention of drop-outs should begin in the elementary grades under the leadership of guidance counselors and school administrators. Counseling(including special home counselors) in the elementary grades might very well eliminate futu

problems for some troubled students. Administrators should realize that when a student is a non-reader, he becomes disinterested and frustrated in school -- thus a potential drop-out. Consequently, administrators and other school officials must see that the present curriculum is adjusted to meet the needs of all elementary school children. Students with problems in reading and other subjects should have available to them courses in such areas as remedial reading and mathematics, as well as vocational and technical training courses.

Another suggestion for solving the drop-out problem involved the establishing of a separate school building and a separate curriculum for those students who show a lack of academic ability and who would benefit from educational emphasis in vocational areas. The students in this school would spend the mornings in the classroom and the afternoons working for local business concerns. These students who may be potential drop-outs will be paid for their work by the local businesses that employ them. A school such as that described above would serve two main purposes. First the students would be learning a trade and at the same time receiving the required academic education. For those students who do drop out, there should be a follow-up program including tutors and night classes.

2. What time factor for implementation may be involved?

   5 to 7 years

3. What important population group would be primarily affected?

   students aged 14-17 years of age

4. What groups need to be involved to bring about change?

   a. local school boards
   b. school administrators
   c. owners of local businesses
   d. interested citizens of the community

5. What is the appropriate agency or organization which should be requested to undertake sponsorship for change?

   local school board

B. Summary of Recommendations

<u>Strengthening Present Services</u>

1. A more concrete program for the prevention of drop-outs in the elementary grades (curriculum changes and counseling)

<u>Creation of New Services</u>

1. Citizen's Advisory Council -- investigation of causes and

means of preventing drop-outs

2. Special home counselor for potential drop-outs
3. Remedial reading and math brought into the curriculum for those students who lack academic ability
4. Separate school for those students who wish to learn a trade --- classes in the morning and paid employment by local businesses in the afternoon
5. Follow-up program for potential drop-outs --- tutors and night classes

A. Problem Area #3 --- Changes in School Curriculum

1. What essential changes or improvements are needed?

Following is a list of the major changes in the present school curriculum suggested by Franklin County citizens:

a. Employment of a well-trained curriculum coordinator
b. Elective courses for seniors in general psychology and sociology, philosophy
c. Group guidance courses taught by counselors
d. Improvement of the curriculum for the less able students
e. Foreign language study beginning in the elementary schools
f. Classes for gifted students
g. Speech therapy classes on the elementary and secondary levels
h. More individual work done by students under the supervision of the guidance department
i. Senior high school courses in family management
j. Realistic program in sex education taught by specialists in biology, home economics, health and physical education
k. More emphasis on vocational homemaking and industrial arts
l. Expanded science program in the elementary grades
m. Courses in study habits and personal relationships
n. Course in occupational information
o. Expansion of the fine arts program
p. Change the grading system from numerical to alphabetical

The following recommendations were made concerning student participation in the school curriculum:

a. Students should have a 50% voice in all decisions affecting them

b. Students should elect representatives who make decisions concerning dress codes, school newspapers, and social events. Such a body of student representatives should be guided by at least one adult.

c. A junior and senior high school student advisory committee selected from the student councils should be organized to act as a liaison between the student body and the school administration.

2. What time factor for implementation may be involved?

five years

3. What important population group would be primarily affected?

all school-age children

4. What groups need to be involved to bring about change?

a. school board

b. school administrators

c. parents of school age children

5. What is the appropriate agency or organization which should be requested to undertake sponsorship for change?

school administrators

B. Summary of recommendations

Creation of New Services

a. See pages 6 for changes in curriculum

b. Student participation in administrative decisions which affect them (through Student Advisory Committee)

A. Problem Area #4 --- Usage of Drugs and Alcohol by Young People

1. What essential changes or improvements are needed?

Suggestions were made for a workshop for elementary and health teachers in order to help children and youth see the negative aspects of drug and alcohol usage. Such a workshop program should be under the leadership of the State Health Department. The impact of the use of alcohol and drugs might also be approached through a planned alcohol and narcotics program by the community, school, and students. A school-community youth council might be established to work together with parents, citizens, teachers, school officials and the student body. An inservice course for an alcohol and narcotics education could be developed with presentations by social psychologists, law enforcement representatives, clergymen, physicians, ex-addicts, AA representatives, journalists, and teachers. The local newspaper could also help in this problem. Workshops and conferences could be set up for adults and students to discuss and to encourage participants to relate alcohol and drug abuse and similar problems to societal and community forces that affect the values and attitudes of youth.

2. What time factor for implementation may be involved?

   five years

3. What important population group would be primarily affected?

   students aged 14-18

4. What groups need to be involved to bring about change?

   a. State Health Department
   b. School officials and teachers
   c. Area citizens

5. What is the appropriate agency or organization which should be requested to undertake sponsorship for change?

   State Health Department

B. Summary of Recommendations

Creation of New Services

1. Elementary workshop conducted by teachers to help young people see the negative aspects of drug and alcohol usage
2. Establishment of a school-community youth council for the purpose of an inservice training program

A. Problem Area # 5 ---- Schooling for Unwed Mothers

1. What essential changes or improvements are needed?

   Qualified tutors should be available for unwed mothers. This tutor would make regular home visits to the unwed mother in order to keep her up-to-date on her school work. An unwed mother should be permitted to continue her schooling until she obtains her diploma, either through tutoring sessions or evening classes. Comprehensive counseling services should be available to all unwed mothers.

2. What time factor for implementation may be involved?

   five years

3. What important population group would be primarily affected?

   students 14-18

4. What groups need to be involved to bring about change?

   a. school districts

   b. guidance counselors

5. What is the appropriate agency or organization which should be requested to undertake sponsorship for change?

   school administrators

B. <u>Summary of Recommendations</u>

<u>Creation of New Services</u>

1. Full-time tutors for unwed mothers
2. Evening classes for unwed mothers
3. Comprehensive counseling services

# HOME ENVIRONMENT

Sub-Committee Chairmen,

Debrha Mallory
Viola Plantz

# INTRODUCTION

The committee on Home and Family Life was set up as one of the three sub-committees of the Franklin County Committee of the Governor's council on Human Services to study the status of children and youth in Franklin County. Youth and adults participated in all phases of the functioning of this committee and some Fulton County people were asked to join with us.

Franklin and Fulton counties are located at the south border of Pennsylvania, in the central part of the state. We share a common border, the Tuscarora mountains, as well as common problems. Minority groups in Franklin County represent approximately 3 per cent of the population, and in Fulton County 7 percent. Franklin County is the fourth fastest growing county in Pennsylvania, employment is high, especially in the summer months, and welfare recipients represent only 1.2 percent of the population. Fulton County, part of Pennsylvania's Appalachia area, has the highest percentage of poverty in the state and little chance of growth except in cooperation with a more prosperous county. While economic deprivation is very severe, the number of welfare recipients is in line with the state average of 3.2 percent.

The committee feels that social services are lacking in both counties and in order to keep up with the growing population more innovative services designed to meet the needs of people will have to be developed. Community awareness of existing situations rather than denying them, is essential if such services are to become a reality. Also needed are tools designed to organize and deliver services to the rural poor who live in areas of low population density.

We have attempted to identify a variety of problems which we feel are espically prevalent in our area, and to suggest possible solutions. We have attempted to be realistic in our appraisals in both regards.

In order to accomplish the purpose of the committee on Home and Family Life, the chairman selected young people and adults from throughout Franklin County. The Director of Fulton County Services for Children and Aging was asked to serve as a representative of the committee's interests in Fulton County.

The group identified as basic problems areas the following:

1. The need for family services in the areas of:

    a. marital and pre-marital counseling
    b. family planning services
    c. problems of concern to youth
    d. other family and youth related problems, including personal counseling services in the schools

2. Adequacy of Public Assistance grants, including how individuals manage to live on these grants.

3. The need for evaluation of Child Labor Laws which prohibit teenage youngsters from having meaningful employment and job training programs which meet the needs of rural youth.

The committee believes that existing services are not sufficiently well known, especially by young people, and that wider publicity of these services would result in better use by youth and adults. The teenagers also expressed an interest in having a personal counseling service available within the school setting. They would like this service to be able to help them with problems whether or not they are school related. The lack of such a service within the secondary schools may be a partial explanation for students' lack of knowledge about community based services even though such information is available through existing school guidance programs. Students with personal problems rarely see guidance personnel except at points of real crisis, and then usually only when these problems are affecting academic performance.

Existing services are usually referred to only after the familial situations have reached a point of crisis. The professional helping people in the community feel that most of the problems, including crime and delinquency, can be directly related to a breakdown in family relationships + peer relationships. Several clergymen have stated that their most

frequent counseling problems center around marital difficulties which they feel unequipped to handle. Local Mental Health programs are handicapped by lack of physical space and staff and are prepared therefore, only to handle situations as they become increasingly severe. No service exists or is being considered which would make an all-out effort to provide preventive services to avert crisis breakdown in the family structure.

A family oriented service such as that suggested by our committee must be prepared to solve the enumerable problems which come from the critical family instability caused by a rural oriented group of parents and a more urbanized group of young people. The "generation gap" is a real problem in family adjustments in rural areas today.

An effective family service also should be able to provide help to young girls with sexual problems. Frequently the breakdown in the family structure invites young people to act out their conflicts in ways which are often inappropriate. Illegitimate pregnancies are extremely high in rural areas and Fulton County has the highest rate of illegitimate births in the state. Services for unwed parents are available through the Public Child Welfare agencies and Children's Aid Society of Franklin County but are not appropriately used by the community at large. Attempts to approach this area of concern have been spotty, poorly structured, and have little follow through, however, educational programs with potential have been discussed and may be initiated in the future. We suggest that a family service agency could provide the impetus, and perhaps staff, to help develop such an educational program and at the same time help young people be aware of other services available to them.

The adequacy of Public Assistance grants is a subject which receives much discussion but little action. The committee felt that the insufficiency of the grants themselves is but one problem. Many families receiving Public Assistance

feel their children can be motivated to a better standard of living if they are able to supply them with better quality food, clothing, and household furnishings, rather than being forced by their economic position to obtain these items from the town dump, as one respondent mentioned. Housing for low income rural families is a surprisingly neglected subject in this day of the much discussed urban crisis. Children in rural deprived families grow up without electricity, running water or sewage systems, and in homes of a severe state of decay - - at least as deplorable as the widely discussed slums of our cities. The severe cultural deprivation frequently found in these families is largely a result of both physical and psychological isolation. Especially in rural areas the attitudes of the community about Public Assistance recipients are of such social influence that this feeling itself is almost as harmful as the inadequacy of the money payments. These attitudes are sometimes perpetuated by the caseworkers themselves, and it is felt that an interpretive program on the problems of being poor, in addition to the physical needs within the poor community, should be given consideration.

The present system as it now exists does not provide sufficient incentive to work, but in fact breeds cheating on the part of clients and something less than complete honesty on the part of workers who have a real commitment to their clients. A determined and purposeful effort on the part of all concerned people is needed if some other income maintenance method, perhaps a negative income tax, is to become a reality.

Malnutrition and starvation among the poor is presently being widely publicized. In areas such as ours where super markets are located mainly in the larger towns, this is a problem of the most severe magnitude. The rural poor do not spend their summers happily hoeing their gardens to save up food, like squirrels, for the winter. Most of them are able to find employment only at this time of the year

and are scraping along on incomes only equal to, or perhaps less than, that provided by Public Assistance grants.

Franklin County presently has a surplus food program although the food stamp program is currently under discussion. One of the stated objections to the surplus food program is that all families receive the same specific foods and frequently have no use for some items although they could use more of other items. This results in waste and reduces the impact of this plan on the problem of hunger. It is suggested that the food stamp program could be of greater assistance to the poor in this regard.

Problems in health care also exist for economically deprived children and families in rural areas. Comprehensive clinic services simply do not exist. We suggest that outreach health programs, utilizing mobile units, be made available for use in rural areas. Pre and post-natal care clinics should be established within access of rural, deprived persons; transportation funds be made available; or clinics be made a part of the suggested units.

The committee recognizes the need for closer coordination between the local community and federal and state sponsored projects. For example, rural youngsters seem to have a greater feeling of insecurity about leaving home than do those young people living in more urbanized areas. We suggest that the establishment of a good relationship with someone representing the Job Corp before and during the training would help to eliminate the larger number of job corp drop-outs from our area.

Various efforts have been made to reach out to children and youth with regard to their educational needs. Wilson College, located in Chambersburg, has sponsored tutoring programs for many years. This year the college has set up and staffed a Study Center located in the low-rent housing project in Chambersburg.

This is a unique attempt in this area in that the tutors are taken to the students. Other similar programs, initiated by local groups, Operation Concern and the Franklin County Branch of the American Association of University women, presently are in operation and headquarted at local schools.

Recreational activities for young people undoubtedly will be dealt with in another report, however, we feel some comment from our committee is appropriate. In rural areas this subject has been almost completely neglected. Y.M.C.A. programs, which exist in the towns, school functions and service organization - - sponsored dances and block parties comprise the majority of activities available. The automobile, which is a vital part of rural life because no public transportation exists, has also become the major recreational pastime of rural youth. One of the reasons this problem has reached the crisis point is that all too often the parents in rural communities work from dawn to dark on the farm and put a moral stigma on anything that is recreational. Therefore, youngsters who no longer have a vital part to play in the work habits of the farm cannot find outside activities other than racing their cars. The committee suggests that youth centers and drag strips, properly supervised, would help to reduce delinquency as well as highway deaths of young people.

Problems in employment of youth, especially those fourteen and fifteen years old, seems to be basically one of communication. Job opportunities do exist, but somehow those wishing to employ young people and young people wishing to be employed do not get together. The committee feels the hourly restrictions on employment of youth are quite fair and offer youth ample opportunity for meaningful employment. One of our local newspapers publishes advertisements free of charge to teen-age youngsters who are interested in summer employment. Perhaps this medium could be used both by those seeking employees and those looking for employers at various times during the year. Agency personnel, too, should be aware of sources

of employment in order to direct these with whom they come in contact to these sources.

Professional helping people in our area are also greatly troubled by the total lack of programs and facilities for pre-delinquent youth. The number of run-a-way youngsters has been gradually increasing and some type of treatment oriented facility is needed where these young people, and others, can be contained in order to receive treatment. Few appropriate facilities for the mildly retarded are available to us. Youngsters whose IQ's are too high for state schools and hospitals, but too low for treatment facilities, simply fall between the cracks. It is suggested that local Mental Health, Mental Retardation programs fully consider these areas of severe need when planning services.

One possible solution, or at least one step toward the solution to many of the problems identified by this committee would seem to be the proposed transfer of responsibility of the child welfare program from county to State. This would ultimately result in one family service oriented agency and could insure up-grading of available services as well as more adequate delivery of service. Rural areas are least able to financially support full service agencies without extensive help from larger political sub-divisions. Therefore, a state operated child welfare program could be of great value in solving two problems of equal importance in areas where services are spotty to say the least and duplication of service vies with no service.

The committee suggests that consideration be given to including staff trained in community organization techniques in such a merged agency. Just as individuals have their own strength and weaknesses, so do communities. All too frequently the problems of the individual are inexorably connected to the problems of the community.

Such a staff person could help to contribute to the development of long range solutions for environmental needs of communities.

We hope the fore-going report will be helpful to those developing programs and services at all levels - Local, State and Federal - and that our suggestions will be carefully weighed and considered as changes in existing structures are being contemplated.

# YOUTH VALUES

Sub-Committee Chairman,

Thomas McClearn

A. Problem Areas Identified by Youth

1. Youths paramount desire for more youth representation on all levels of Government.

   a. Essential changes needed

      1. Youth should be heard at local representive or governmental meetings.

   b. Time factor for implementation

      1. Youth should meet with elected officials to determine realistic time schedule. It is recommended that since this is a primary desire that implementation be within six months.

   c. Population groups primarily affected

      1. Youth representation should be established on a school-system basis with one student representative per 500 students enrolled in both Junior and Senior High School.

      2. Adult representation would consist of local elected officials.

   d. Groups involved in bringing about change.

      1. Same as above.

   e. Sponsoring Agencies.

      1. County Committee

      2. School Officials

      3. Elected Officials

      4. County Committee would make initial contacts with School Officials to determine student representatives. County Committee would contact local officials of municipalities or municipality of same school district and develop program whereby student representative could sit in on appropriate governmental meetings and offer comments on programs that would pertain to youth interests.

f. At date no levels of government have been contacted.

g. Success of local student-official working relationship could lead to similar program on a county level.

2. Clarification of existing governmental process.

a. Essential changes needed

1. Youth involvement in local elections.

2. More publicity of local political issues on a youth oriented level.

3. Sponsor a "Youth Mayor for a Day".

b. Time factor for implementation.

1. Time factor for issues and involvement of local elections should be relative to local elections--programs should be initiated approximately 2 months prior to election date to prevent program from being drawn out and avoiding a last minute rush.

2. Mayor for a day program should be instituted within six months.

c. Population groups primarily affected.

1. Involvement of youth in local elections would include any interested youth and would be limited only by their enthusiasm. All adult voters would benefit directly from such involvement.

2. Publicity of election issues geared to young receptive minds would lubricate the democratic process through creating a higher degree of participation in future elections and governmental functions by all of todays young people.

3. The Mayor For a Day program would reward deserving young people for achievement in other youth involvement programs.

d. Groups involved in bringing about changes.

1. Local Democratic and Republican parties would be primary groups to assist with involvement in local elections.

2. Mass media would be primarily responsible to present local political issues on a youth interest basis.

3. Local municipal officials and County Committee would be primarily responsible to establish a "Youth Mayor for a Day" program.

e. Sponsoring Agencies

1. Local political parties should have a committee on youth to establish a working relationship with young people.

2. Newspapers and radio stations in the area should feature articles and programs geared to and created by young people relative to local political issues.

3. Youth's role toward the National Security and Draft

a. Essential changes needed

1. Lowering of Voting Age.

2. Abolish the draft and create a professional volunteer Army.

b. Time factor for implementation

1. Lowering of voting age to 18 should be implemented as soon as possible.

2. Creation of a professional volunteer Army should also be implemented as soon as possible.

c. Population groups primarily affected

1. All young people from age 18 to age 21 would be affected by lowering of the voting age.

2. All young men would be affected directly by changes in the Draft.

d. Groups involved in bringing about changes.

1. Primarily the Legislators would bring about these changes with support from the voting public.

e. Sponsoring Agencies

1. The youth involvement in local government would demonstrate ability

to participate in selection of governing officials. An extension of the youth involvement in local government to the County level could give youth the instrument to collectively register their needs and opinions with Legislators.

4. Pre-marital sex, drugs and contemporary values.

   a. Essential changes needed

      1. More comprehensive courses needed in areas of sex education and drugs.

   b. Time factor for implementation

      1. As soon as feasible.

   c. Population groups primarily affected

      1. Students indicated that these areas of education should be started with eleven and twelve year old students and continued through high school.

   d. Groups involved in bringing about changes.

      1. Educators

   e. Sponsoring Agencies.

      1. School administrators would be responsible for implementing these programs. Students indicated that they learned about sex at the age of 11 or 12 on the street corner or from other dubious source. They stated that the program should be started with this age group on an information level geared to pre-adolescents and progressively increased yearly. Many older students indicated that teachers either glossed over areas of importance to them or generalized about sexual relationships. Students stated that very little or nothing was taught about drug effects. They also indicated a desire for more factual information concerning drugs and effects on the body. The students claimed that most teachers used "scare

tactics" in discussing drugs and pre-marital sex. The students exhibited a sincere concern about implications of sex and drugs.

f. Governmental agencies have a responsibility to increase appropriations in areas of education to enable youth to learn all aspects of these social problems. Through these education programs, young people will be able to understand the true relationship of society and moral conduct.

5. Designated Effective Procedure for Youth Leadership Roles.

a. Essential changes needed

1. Form County Student Council.

2. Motivate youth leadership by establishing youth staff positions in local government.

3. Establish county council of youth related activities.

b. Time factor for implementation

1. Proposed Student Council and Youth related committees should be formed within one year.

2. Youth positions in local government should be created in conjunction with the proposed county student council and county youth related committees.

c. Population groups primarily affected

1. Youth groups primarily affected.

d. Groups involved in bringing about changes.

1. All youth related groups involved.

e. All local student councils would appoint representatives to participate in County Student Council. All youth related organizations would appoint representatives to participate in a county organization.

6. Lack of Local Organized Recreational Programs for teenage groups.

a. Essential changes needed.

1. Rural students have transportation problem.

2. Youth recreational projects need financial assistance.

3. Youth need involvement in recreational activities and should assist in establishing conduct codes for such facilities.

b. Time factor for implementation

1. Youth recreational programs would be developed in conjunction with existing programs and could be initiated immediately.

c. Population groups primarily affected.

1. Program would primarily involve teenagers.

d. Groups involved in bringing about change.

1. School Officials and youth related organizations.

e. Sponsoring Agencies

1. County wide development of a youth council would create the primary sponsoring agency which would cooperate with school officials and youth related organizations.

f. Governmental levels involved.

1. State Legislators could appropriate funds to assist youth sponsored activities and programs.

7. Employment of Black People limited in professional levels.

a. Essential changes needed

1. Counciling of black students in and out of school needs improved.

2. Program needed to upgrade professional black people.

b. Time factor involved.

1. Programs should be implemented as soon as possible.

c. Population groups primarily affected.

1. Black youth of Pennsylvania.

d. Groups involved in bringing about changes.

1. School Officials.

2. NAACP

3. State Legislators

e. Groups involved in bringing about changes.

1. Sponsoring groups should be the above groups directly related to this program.

f. Governmental levels involved.

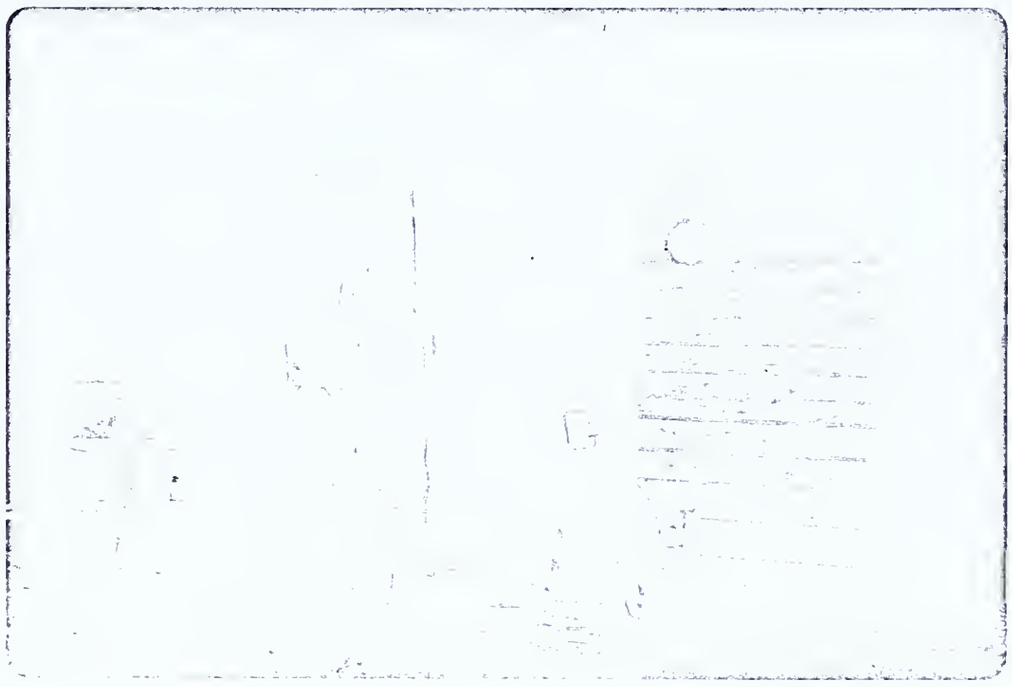
1. State Department of Public Instruction should be involved on a State level.

APPENDIX

The attached pictures are intended to illustrate some of the situations described in the body of the report. They are photos of actual situations in Franklin and Fulton counties and are intended to depict the "average poor." Similar situations exist in all rural areas and many families live in conditions much worse than these which show so clearly the isolation of the rural poor.

This picture shows a landlord - tenant arrangement. The owner of the property lives in the building in the front and rents the "chicken coop" in the rear.

This man and his blind dog live alone in this one room hut.

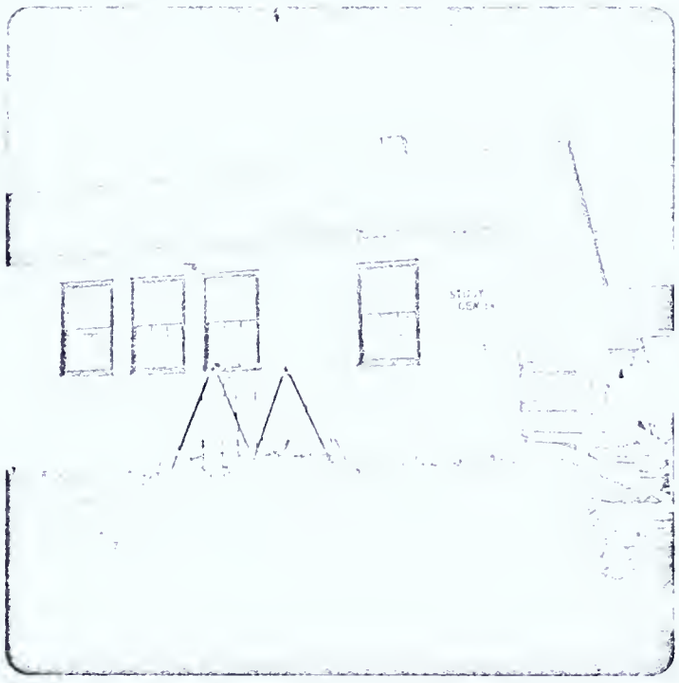


The picture on the left was taken in the "cardboard city" section of Chambersburg, and the one on the right was taken just outside McConnellsburg.

All of the foregoing pictures of homes were taken from hard-surface roads. Situations even more isolated exist back in the woods and mountains.

These pictures show some local industry, a saw mill and family home, and a grain mill. Children whose family backgrounds include employment in this kind of setting often have difficulty relating to more sophisticated careers.

These pictures show the Study Center in "cardboard city" staffed by Wilson College students and two typical mountain communities.



The inaccessibility of many rural poor is illustrated by this photograph. The swinging foot-bridge is the only means of access to a family home.

Water and sewer facilities are often primitive. Both pictures represent the water supply for two communities.

1970 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

FULTON COUNTY COMMITTEE ON CHILDREN AND YOUTH

June 6, 1969

REPORT

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Governor's Council for Human Services

The Fulton County Committee On Children and Youth

June 6, 1969

REPORT

DESCRIPTION OF THE COUNTY

Fulton County is 445 square miles of rural area composed of rugged mountains and narrow valleys. The present population is estimated to be 10,700 persons. A recent report on "poverty in Pennsylvania" by the Community Services of Pennsylvania, revealed that 30.9% of the families in the county are classified as being in poverty levels. There is little industry in the county and most men (30.6%) commute to other towns as far as 35 miles away for work. The major industries include: Fulton Industries, Inc. (fabricated steel); McCray Construction (bridges and roads); Mellott's (stone, concrete, and quarrying); and Segner, Inc. (men's suits). These main county industries employ an estimated 810 people. A County Action Committee Report released in 1965, stated that "of the 775 farms operated in the county only 121 produce income of over $3,000 per year".

Small packets of poverty are to be found in all eleven townships. The largest consist of some 84 Negro people located a short idstance west of McConnellsburg, (the county seat and only borough in the county; population 1435).

Three school districts cover the Fulton County area. Their enrollemtn combined is some 2,750 young people between kindergarten and twelfth grade. This past academic year 299 students in the nineth through twelfth grades indicated an interest in attending college, (714 students are enrolled in grades 9 through 12 in the county.)

ORGANIZATION OF COUNTY COMMITTEE

The Fulton County Committee was composed of sixteen members, seven adults and nine young people, from all three school districts. Three teachers, three parents, one clergyman, and nine high school seniors made up the group. Of these, one parent was a Negro from the poverty pocket near McConnellsburg.

The main committee was sub-divided into three smaller discussion and research groups: Home, Education, and Peers. Five monthly meetings were held for a period of two hours each. A typical formate included the first thirty or forty-five minutes being devoted to special guests, films, and sharing of research. The next hour segment was set aside for small group discussion in the sub-committees. And the last thirty minute block of time was used for total group discussion and

planning. Average attendance was twelve persons, or 75%.

The committee received cooperation from the county school districts and the office of superintendent of schools, the local chapter of the American Red Cross, Girl Scout Council, local ministerium, Board of Public Assistance, and 4H organizations.

SPECIAL PROJECTS

..Questionnaire..In order that the committee could grasp the feelings and sentiments of young people in the county, a questionnaire was drafted. It raised questions concerning sex education, the draft, the effectiveness of student councils, the need for recreation, and the things which distrub teenagers the most. It was given to high school students in the three districts and also to know drop-outs. The results of the questionnaire helped greatly in formulating the problems and recommendations of this report.

..Speaker..Mr. Gilbert Davis, Supervisor of Special Education for Fulton County, spoke to us concerning the need for more Special Education Classes in the three school districts. He emphasized the needs of mentally retarded and physicially handicapped children.

..Speaker..Mr. Cecil Sessna, Vocational-Technological Education Research Consultant, presented the results of his recent study of job opportunities for Fulton County young people, their job preferences, and the need for county schools to provide Vo-Tec Training.

..Film-Strip in two parts.."The Choice is Yours" was an audio-visual attempt to define the feelings of teenagers in our society, to clarify some of the alternatives facing young people, and then to emphasize the final choice of selecting alternative solutions to problematic feelings was up to each individual teenager.

THE PROBLEMS AND THE RECOMMENDATIONS

That which is to follow is an attempt to define some of the problems as seen by a small cross-section of youth and adults here inf Fulton County. Some problematic areas may be unique to our rural environment; and others may reflect manifestations on the national scene. One thing is certain, there was not enough time to concentrate fully on each defined problem, digging into it, evaluating all of its ramifications. And neither was there enough time to consider all of the difficulties facing children and youth in this county.

The deficiency of time also effected our efforts of offerin recommendations to ease or eliminate the problems. But yet, we

offer them not claiming to be experts or that they will be 'right' answers, but that they are the output of sincere persons who tried to take seriously their responsibility to look conscientiously at the problems facing youth in this county.

The School...

Since a young person spends a vast amount of his time in the classroom, is it any wonder that when asked to begin the process of defining his problems, he naturaly speaks of his school environment. The bulk of this report reflects many problematic areas in the scholastic life of a young person. And it has helped us to understand, that any consideration of youth must place sufficient emphasis on the school.

Problem: Cheating

As one member of the committee put it: "Cheating is a student's way of fighting back against 'unfair' classroom pressures". There is alot of pressure placed upon a student to succeed grade-wise. He feels that he's got to make it. He may even experience belittlement by teachers and fellow students because he's making poor grades. So he cheats to make better ones, and to turn off the crushing remarks. A student may see fellow students cheating to make good grades, thus uping the class standards and leavin, him near the bottom. So to raise his grades to stay in contention for college, to keep his parents happy, he cheats. Often a teacher will not put forth much effort to reduce cheating. He will leave the room unattended. He gives the same tests year after year. In such a situation, a student under pressure to succeed, may find it very tempting to cheat.

Recommendations:

.....An investigative study should be undertaken to determine the various reasons, under-currents, and motivations which cause a student to cheat. This could be done on a state or local basis. If some of the causes are understood, perhaps positive steps could be initiated to prevent cheating.

.....Better testing procedures need to be devised. Students ought to be given the opportunity to assist in the formulation of procedures.
.....Students and teachers need to open up channels for communication so that each might gain a better understanding of the other's perspective.

Problem: Vocational Training

Sixty-one percent of the students in this county between the nineth and twelfth grades indicated a desire for vocational-technical

school training instead of going on to college. Surrounding counties have Vo-Tech Schools, and because of lack of funds Fulton County can not compete with them. In the employment market of skilled and semi-skilled trades, our students have difficulty competing due to inadequate training. There is a need for our schools to train interested young people in sellable skills and to help them become aware of the vocational opportunities that await them in today's technological society.

Recommendations:

.....A Career Day program should be set up to assist young people in choosing their future vocation, to stimulate their interest, and to lessen the 'vocational crisis'.

.....Guidance Counselors should place more emphasis upon vocational oriented students rather than just college bound students. Additional guidance counselors may be needed to assume these concentrated efforts.

.....Funds from State and Federal governments ought to be increased to aid school districts in hiring more guidance counselors and to provide the necessary vocational training resources.

Problem: Student-Teacher Relationships

There is obviously a breakdown in communication between teachers and students. Neither truly understands the feelings of the other. Often there is little academic freedom in which the student can function. In too many instances students and teachers live in a segregated scholastic environment. Classroom ethics and school disciplinary policy needs to be influenced more by those who are directly affected: the students. The rights of the teacher and the rights of the student need constant evaluation. There is too much monologue and not enough dialogue in our school systems.

Recommendations:

.....More formal and informal open discussion must take place between teacher and students. This can materialize itself in the classroom setting. Or it could take place in planned all-school seminars or forums. Ideas and feelings need to get out into the open where they can be faced honestly and dealt with efficiently. In this way frustrations which often alienate students from teachers and teachers from students can be hopefully prevented.

.....More social and academic intermingling. Teachers ought to see students as persons and not objects to be taught. And students should see teachers as persons instead of impersonal instructors and disciplinarians. Why must there be such an impersonal gap between a teacher and his students?

.....In corporate into the curriculum Ethics Seminars, so that teachers and students may gain a clearer concept of their own values, develop higher standards of character and conduct.

Problem: Educational TV

At the present time the advantages of educational TV are not benefiting the people of Fulton County. This deficiency is due to the rugged mountains and the lack of funds.

Recommendation:

.....Obtain the necessary funds and equipment to make educational TV a reality in county schools. State and Federal assistance or even industrial funds are necessary.

Problem: Teacher Recruitment

Greater emphasis should be placed upon teacher recruitment. Often because salaries are low and vacancies are difficult for small school districts to fill, certain standards are compromised in order to hire the teacher and keep the school system moving. Because of shortages, some teachers are not even hired to teach their college majors.

Recommendations:

.....Teacher standards ought to be set high enough to provide the best type of teacher for the salary being offered. If salaries are lower than the suggested minimum, perhaps other budget cuts will be necessary in order to increase salary levels. Students should play a role in formulating some of the criterions for selecting teachers. After all,students respond to teachers who display openness, sympathy with the aspirations of the young, and a willingness to engage in dialogue.

Problem: Student Council

The Student Government is a weak link in our school systems. They are basically ineffective, powerless, and disrespected by students. The councils are regulated closely by the Administrations and thus are suspect to the student body.

Recommendations:

.....If student government is to remain within the school program, then it must be impowered with more responsibilities which directly affect students and their lives in the school. The Student Council should give the student a feeling of responsibility for and a stake in the school. It needs to become the voice of the student body, airing their grievances, their feelings about dressing codes and

discipline. The council could be active in teacher selection, grading system evaluations, and in setting student punishments. In these ways, student council can be an excellent training in the art of government itself. To constitute such genuine experiences it must be free from domination by the faculty or administration. If part of the educational process is to help young people become responsible citizens in society, then should they not begin to learn responsible decision making within the framework of the school?

Problem: Sex Education

The lack of proper instruction in sex education is causing a great deal of concern. Children are getting an 'underground' variety of sex education. Books, magazines, and movies are filled with explicit or implicit sex. Ideally, children should receive their sex education in the home. Since many homes fail to provide this training, the schools have a responsibility to fill the gap. Today we are not given the option to ask, "Should our children get sex education?". We have only the option to ask, "What kind should they get?".

Recommendations:

.....Sex education courses should be incorporated into school curriculums beginning in the first grade and continuing through to the twelfth. This education should be geared to the emotional, developmental, and maturation levels of the child. It should stress our sexuality and not the sex act alone. Emphasis ought to be placed upon our roles, relationships, and responsibilities as sexual beings. It should be composed of the physical makeup of our bodies, the attitudes we have toward our own sexuality, the way we get along with other people, and developing a sense of morality.

.....Courses ought to be set up for parents to keep them informed of the material being presented their children, and to provide the vital link between the school and the home.

.....Special training should be provided to teachers interested in conducting a sex education class.

THE COMMUNITY...

After exhausting a great deal of our time and energy in the predicaments within our school systems, the committee turned its attention toward the county as community. We discovered these two important areas:

Problem: Recreation Facilities

Our county is limited in the types and amounts of recreational facilities it offers to young people. Besides a few restaurants, one movie theater, one golf course, one bowling alley, and one State Park; there is little in the way of commercial or non- com-

merical recreational facilities. This causes a large percentage of our young people to spend their leisure hours on 'wheels'. The automobile is a necessary item for county youth. It is their most frequent source of recreation, or it is certain to transport them to 'where the action is' outside the county lines. Boredom and a quest for excitement are symptoms of our youth.

Recommendations:

.....Since cars are a part of our county youth, it would be wise to recognize this appetite for gas and oil by setting up within our county a drag strip. Here our youth could find an outlet for one of their most talked about interests. A recently abandoned stretch of the Pennsylvania Turnpike in the northern part of the county would be ideal for the establishment of a strip. With the cooperation of a group of local teens and citizens, the sanction of a national drag strip association, and the Pennsylvania Turnpike Commission, this recreational facility can materialize.

.....Local communities and civic clubs could band together for the construction of a community swimming pool.

.....Teen centers could be organized and operated in various locations through out the county, either commercially or non-commercially. Citizen groups, church groups, service clubs could be the prime movers.

Problem: Poverty

As was stated in the introduction to this report, Fulton County has the highest percentage of families in poverty in the State. Poverty affects many of our young people; and many of our young people could do something to combat poverty in our midst.

Recommendations:

.....Tutoring programs could be set up which would involve young people helping other young people in obtaining a better education and thus increasing their chances of breaking out of the poverty cycle. With the cooperation of each school system and interested citizen and church groups, this program of person to person educational enrichment can materialize. It is envisioned that senior high young people could tutor elementary children or even fellow peers in poverty families, using school and/or church facilities.

.....The formation and training of a county youth corp, patterned after the techniques and philosophy of VISTA, could provide homemaker services, home improvements, transportation, tutoring, and recreation for poverty families during the summer months. Specific guidelines

would need to be formulated; and perhaps funds for a slight salary would need to be raised. Cooperation for the setting up and training for such a county youth corp could come from Child Welfare Office, Dept. of Public Assistance, Visiting State Health Nurses, School administrators, civic groups, and clergymen.

STATE AND NATIONAL...

Many of the problems and recommendations mentioned so far do in some degree involve the support of State and/or Federal governments. But there were two areas in which our committee felt specific recommendations ought to be sent on to the centers of American government.

Problem: Voting Age

Recommendation:

.....It is our feeling that today the majority of young people are more emotionally and educationally mature to make decisions. This is due primarily to improved conditions within the American environment. Therefore, States should amend their constitutions to allow 18 year olds the right to vote.

Problem: The Military Draft

Recommendations:

.....We recognize many of the fallacies of the present system for drafting young men into the military service. Revisions need to be made so that a just system may emerge. The efforts of President Nixon to deal with this problem have our inducement. It is our desire that this issue not die in the halls of Congress. Now is the time to act responsibly.

PHILOSOPHY

Our philosophy through out the county meetings, and hopefully that which is reflected in this report, is that young people today do have the abilities to enter into the decision making process, and should be given that privilege. If young people are to be the citizens of tomorrow, their citizenship training ought to begin today. Their idealism and boundless energy have a great contribution to offer on the American scene. The qualities of youth can blend with those of adults in building a humane society. Because we hold these truths to be self-evident, we believe in the virtues and vigor, potential and power of young people.

MEMBERS OF THE COMMITTEE

Loy Garber, co-ch.

Kathy Snyder, ch.

Susan Sanders

Brenda Smith

Larry Williams

John Aitz

Wayne Bean

Edwin Layton

Teresa Marshall

Bryan Lane

Dennis Moseby

Deloris McCollough

Thomas Howell

Kim Sobin

Rev. C.E. Chubb

Gary Hertz

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# The 1969 Preliminary Report of

# The Committee on Children and Youth

of

Greene County

to

The Governor's Council for Human Services

in

preparation

for

The White House Conference on Children and Youth

The Rev. Dean Hughes, Chairman
Miss Lesbeth Bryner, Co-Chairman

## Description of County

Greene County, named for General Nathaniel Greene, Revolutionary War hero, lies in the extreme south-west corner of Pennsylvania, on the borders of West Virginia. To the North is Washington County from which it was separated in 1796. The Monongahela River on the East divides it from Fayette County. The nearest metropolitan area is Pittsburgh, approximately fifty highway miles to the north of the county seat of Waynesburg. The county is 87% rural; only Waynesburg has a population over 2,500. Slightly under 40,000 people live in the county's 577 square miles, giving it a relatively low density of 68.3.

Almost ten million tons of coal per year is mined in the county, and reserves of recoverable coal are estimated at three and one-half billion tons. Mining is thus the economic mainstay, followed by the various activities derived from agriculture. The county leads the state in sheep and beef cattle, and produces the most wool. Dairying is important. Gas and oil production are of significance, and limestone, shale and clay are mined. There is very little light industry, mainly textiles and building materials. The economic decline and loss of population which began in this region after World War II has become particularly noticeable in Greene County, although a levelling-off seems to be in process now.

As population declined and grew older in a shrinking economy the task of solving normal social problems became more difficult. The recent trend toward supplying greater state and federal funds and services for individual counties provides opportunities heretofore absent. However, the county feels it must actively take advantage of these aids to fulfill their potential, and the burden lies on its people.

## Steering Committee

| Adults | Youth |
| --- | --- |
| The Rev. Dean Hughes<br>Adult Co-Chairman<br><br>225 Washington Street<br>Waynesburg, Pa. 15370 | Miss Lesbeth Bryner<br>Youth Co-Chairman<br><br>R.D. #3<br>Waynesburg, Pa. 15370 |
| Miss Margaret Kalis<br>Box 17<br>Greensboro, Pa. 15338 | Mr. Robert Eichenlaub<br>215 S. Morris Street<br>Waynesburg, Pa. 15370 |
| Mrs. Charles Reed<br>Box 7<br>Bobtown, Pa. 15315 | Mr. Mike Mark<br>Cresant Hills<br>Waynesburg, Pa. 15370 |
| | Miss Pamela Widdup<br>R.D. #2<br>Waynesburg, Pa. 15370 |

## Committee Activities

The first chairman appointed by the Governor's Council for Human Services in 1968 felt obliged to resign due to the press of other civic activities. The present chairman accepted his appointment at the end of the year, and operations began in 1969. A plan based on the county's division into five school districts was adopted, and a youth co-chairman appointed. Committee activities encompassed youth-adult discussion groups focussing on the three problem areas suggested by the Guidelines, a questionnaire composed and administered by high school youth, and research into the prevailing social and economic conditions reported in the Green County Planning Commission's Technical Reports. No exact accounting of all meetings held exists, although there have been at least ten. Approximately one hundred persons have been involved in one or more phases of committee activities.

## Findings, Conclusions and Recommendations

### Education

Public school education in Greene County is organized into five districts. West Greene, South-East Greene, Carmichaels, Jefferson-Morgan, and Waynesburg Central.

### Facilities

Each district has one high school, the smallest being West Greene with about 300 students, the largest Waynesburg Central with about 1000. All have new buildings, the latest, Central, to open in the fall of 1969. The county also will have a new vocational-technical school to open in 1970 to serve all districts.

Youth and adults regard these facilities as adequate or more than adequate to their needs.

### Higher education

Waynesburg College, a private liberal arts institution related to the Presbyterian Church and founded in 1849 is located in the county seat. It enrolls about 1200 students, and has served higher education in the county for generations, although fewer county youth enter each year. Rising tuition costs are held responsible. However, proximity to California State College and the Penn State Campus in Uniontown makes low tuition college education readily available. Nearby West Virginia University in Morgantown also serves local needs, as do more distant Pennsylvania colleges. Each year increasing numbers of high school graduates continue their formal education; at Waynesburg Central, for example, 48% of its 1969 graduating class planned to continue in some education or training institution.

### Curriculum

Students raise little criticism of curriculum in the high schools. The opportunities which have been used to expand and vary it with newly opened facilities is a factor. While the variety of course offerings in certain areas, foreign languages for example, is not as great as in large urban and suburban schools, students do not feel unduly deprived. Sex education is handled in health classes and meets with little criticism from the segregated students. Neither is there any notable complaint that the curriculum is geared to meet college requirements to the disadvantage of non-academic students.

### Staff

Students complain of large classes, but only in the earlier high school years. They reserve their comments for guidance counselors. These counselors are too few in number and in some cases are not adequately trained. College-bound youth in particular are disappointed with the amount and quality of counseling related to choosing a school. The ratio of counselors to students - two for one thousand at Waynesburg

Central - is too high for the kind of personal attention students want.

School Boards

The subject was given little consideration. Instances of boards anticipating and filling educational needs in advance of any public demand has served to maintain a good climate. However, poor management of finances on the part of at least one board has caused the system to be put into the hands of the Department of Public Instruction until the problem of solvency is met. Teachers are, by and large, paid the state minimum wage. Some resentment is felt, but not to the extent of causing strikes, as in neighboring counties. Students are aware of the problems and see it as a threat to their education. In some quarters there is fear of future disturbances and concern for the effects on youth.

Student privileges

Student Government: These seem to lack definite powers to influence administrative policy, although they are still instruments for voicing student grievances. One high school council recently took its case regarding the choice of a name for the newly merged district to the school board and won partial recognition for its claims. Personal matters such as discipline and dress remain in the hands of administrations, and as yet have provoked no outcry. School restraints imposed in these areas have parental support and no organized opposition has appeared. After-hours use of school facilities: Student wishes to employ school buildings for extra-curricular recreational activities are not generally honored by administrations, but this has not aroused controversy.

Recurrent and endemic crises now troubling large educational systems in urban areas have not arisen in this largely rural region. The massive effort required to reorganize school districts and build new facilities has absorbed energies which might have been directed toward real or imagined deficiencies. In the background however, there lingers a potential for future trouble. The county's ability to satisfy awakening educational needs depends in large part on its ability to finance its programs. If economic and population decline are not reversed, and the tax base strengthened, the great promises of reorganization and rebuilding will be hard to fulfill.

## Home and Family

### Family Income

According to the 1964 Report of the County Planning Commission, Greene County has been classified a "rural redevelopment area" by the federal government as a result of the "substantial and persistent unemployment" that has been observed in the County.

The median family income in Greene County in 1959 was $4,411; that is half the families in Greene had an income above this figure. In 1949, the median family income in Greene was $2,634. Even though the purchasing power of the dollar declined about thirty percent during this ten-year period, the rise in family income still reflected a real improvement in living standards.

Nevertheless, the median income in 1959 in Greene was still far below the average for the State. In the State as a whole, half the families earned more than $5,719. Washington County, a heavily industrialized area, had a median family income of $5,386.

Income for 31% of Greene's families was less than $3000, compared to 16.8% for the state. Only 6% had incomes over $10,000 (the figure is 11.9% for Waynesburg) as against 12% for the state.

Greene County has been losing population in recent years due mainly to a shrinkage of job opportunities which began in the early 1950's. In 1950 the county's population stood at 45,394. If Greene had been sealed against any movement of people, in or out, between 1950 and 1950, its birth-over-death surplus would have pushed its population to 50,081 by 1960. But the 1960 census revealed that between 1950 and 1960 no less that 10,657 more persons moved out than moved into Greene. The average person who moved out was a young adult, although there were sizeable number of middle-aged persons who also had to relocate elsewhere. The eastern section of Greene, in which most of the coal mining activity is located, suffered the heaviest losses.

It is unlikely that the outward flow during the 1960's will approach the extremely high proportions that were experienced in the 1950's. Still, it is most realistic to expect some further decline in the county's population during the next ten to fifteen years. An economic resurgence, as might possibly be triggered by the new north-south interstate expressway, could cause a reversal of the downtrend.

### Housing

Statistics do not present a favorable picture of housing in the county compared to the state except for home ownership. In part, the responsibility lies with the economic decline which occured after the war and with circumstances common to all rural homes regarding indoor plumbing. According to the 1960 census, 65.3% of all housing units were owner-occupied, compared with 64% for the state. However,

vacant units numbered 8.7% versus 6.4%, and the figures for sound housing meeting all minimum standards were 52.4% and 78.8% for county and state respectively. Other relative statistics are comparable:

| | County | State |
|---|---|---|
| 1. Sound structure but lacking in (plumbing) | 8.8% | 5.6% |
| 2. Deteriorating structure (in various classes) | 26.2 | 12.3 |
| 3. Dilapidated structure (over 80% in category 3. were occupied) | 12.6 | 3.3 |

According to U.S. Public Housing Authority standards, 35.8% of all housing units were substandard, 12.7% for the state.

It should be pointed out that the classification "vacant" (8.7%) bears closer examination. If the total number of vacant units is broken into categories of availability and acceptability, it will be found that these total only 1.6% of the entire housing supply. Obviously, a tight market for housing prevails, and this has a bearing on efforts to attract new economic ventures to the county. Moreover, in 1960 70% of all housing was over 30 years old, and little new housing has been built - only 23 in 1962.

Recent statistics are not readily available on the number of units of public housing constructed to date, although the general consensus regards them as insufficient. Neither are the records available on housing occupancy and ownership by race. It is public knowledge that discrimination against negroes in rental and sale persists. Waynesburg, for example, confines its small negro population in one section of the town.

## Welfare Services

Aside from the state-operated Youth Development Center for girls, the county no longer has a home for dependent children. All cases are handled by foster home placement excepting incorrigibles who are placed in state institutions. One known daycare program for children is operated by the Community Action Program, and the Pennsylvania State University is conducting a home visitation pilot program in food and nutrition. Each is an attempt to meet a definite need in the county.

## Social Conditions and Youth Values

Prejudice and Discrimination: Youth is acutely aware of the existence of these conditions, and deplores their continued existence. They are particularly critical of parents' and teachers' opinions concerning race. Housing and consumers' services are singled out by youth as special areas in which discrimination is practiced. They feel it is subtle and unobtrusive to the overwhelming white majority because the negro population in the county is so small - barely 2%. In the words of the report on their questionnaire: "Because of the small percentage, most of the population knows nothing of these unfair practices."

## Recreation and leisure time facilities

The subject arising most frequently in discussions among youth is recreation. They feel that their abortive and short-lived attempts to set up "teen centers" is in part a result of the generation gap between them and adults, and that one means of bridging the gap may be parent-youth cooperation in establishing recreation facilities. In Waynesburg the youth who hold these views also maintain that a recreational center should result from community cooperation rather than from the "do-good" efforts of any one organization or club. If satisfactory leisure time facilities were easily available to youth they are certain that behavior problems of which some are accused (if not guilty) would be cured.

## Police and law enforcement

In the eyes of youth, the status of police is very low. Their small numbers and lack of esteem are an open invitation to some youth inclined to be unruly to take advantage of. Adults conclude that small salaries and lack of thorough training are contributory to these conditions. Waynesburg, for example, has only four full-time policemen and one squad car. There is no juvenile court in the county, per se. The county has just one judge to handle all cases.

## Drugs and Alcohol

Proximity to West Virginia, where consumption of alcoholic beverages is legal at 18, contributes to a drinking problem among teen-agers. Some traffic in and use of drugs is evident, especially in connection with the local college, but also in the high schools. These problems have not reached serious proportions as yet. Education and stricter surveillance are seen as partial solutions.

## Youth attitudes

Most youth continue to regard religion as vital to their formation of values. They tend to question the utility and "justice" of the war in Viet Nam, and military conscription, but do not seriously oppose either. In one survey of youth opinion, 68% favored lowering the voting age to 18 on the basis their education and that they were then mature enough.

Follow-up to White House Conference preparations

While little discussion has taken place specifically on follow-up, there are hints of what may be desirable. A survey of youth opinion concluded that there was no existing youth organization capable of speaking to adults and entreating with them over youth's concerns. This point to the practicality of exploring possibilities for organizing a Youth Advisory Council in the county.

Sample copy, questionnaire distributed at Waynesburg Central High School.
(The answers have been taken verbatim from one return)

PLEASE ANSWER ALL THE FOLLOWING QUESTIONS AS TRUTHFULLY AS YOU CAN.

1. In your opinion, what changes should be made in the curriculum, guidance program, extra-curricular activities, etc. to make your stay in high school a more meaningful experience?

   I think next year when we move into the new school that we should expand our athletic program and have a swimming team and a tennis team. I think the guidance system should add more teachers so it would be possible for a student to meet with them more than once a year as is done in other schools.

2. At what age do you feel that young Americans should be permitted to vote and why?

   I think the voting age should be lowered to 18 yrs. of age. I think the 18 yr. olds now have a better knowledge now than did the 21 yr. olds when they were given the right to vote. I feel that the 18 yr. olds are old enough to be drafted so they should have some say in the government which could be given by voting.

3. What steps can teenagers take to ease the tension between black and white in our area?

   I feel there is no tension between black and white in our community. I think teenagers in other communities should treat the Negro as an equal citizen as himself and stop neglecting him.

4. What remedy do you suggest to bridge the generation gap between teens and their parents?

   I think that the parents should pay closer attention to their teenage sons and daughters. Parents fail to realize how the county has changed from their day. Parents fail to even consider the new ideas of their children which come about in our society today. Parents should listen to them and consider their ideas.

5. What do you feel should be incorporated into a recreation center for the community? Do you think that such a center would help adults to understand teens more?

   I think that there should be a recreation center in every community. The children could take part in different than not have one and roam the streets at night. I don't think

it would help adults understand teens more although it might help, but in other communities where there are recreation areas, the crimes might be cut down but they are still there, plentiful.

6. What is the greatest problem facing education today?

Some of the problems include the striking of the teachers hiring teachers which are not qualified; hiring teachers which might be prejudice to a certain sect which certainly wouldn't help the racial problem.

7. What do you feel is the greatest concern among your classmates?

The greatest concern is the fact that they make good grades. They must have good grades to go to college so they cheat. I don't think teachers should lean - altogether on grades. I think they should look more at his learning capacity and that he may be making poor grades due to other problems which would keep him from making good grades.

8. What is the biggest problem facing you?

The biggest problem facing me to name a few are Viet Nam war, the college campus disorders, the racial crisis.

9. What organization at school does the most to aid adult population in getting a better understanding of today's youth?

The Interact Club

# REPORT ON INDIANA COUNTY'S PREPARATION FOR THE 1970 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

Chairman
James C. Wilson
Indiana University of Pennsylvania

Youth Co-Chairman
Larry Gottardi
Junior, Indiana University of Pennsylvania

This is Indiana County's report in preparation for the State Conference on Children and Youth to be held in October, 1969. The Priorities for the County in the decade ahead may be ambitiously stated but they do represent realistic goals that can be achieved with cooperation at all levels: county, state, and federal.

The report represents the work of the youth of Indiana County who so enthusiastically participated in the work of the committee, and the selfless contribution of those who represent the county and state organizations that are concerned with youth. Through their efforts ~~efforts~~ over 300 youth and adults participated directly in the work of the committee and 1,118 high school juniors and 183 college students completed opinion surveys. The support of the County schools and the cooperation of the County Counselors Association made such wide participation possible.

It is impossible to mention individually all the persons who have given so much. However, it is appropriate to mention the work of Mr. Larry Gottardi who served as youth co-chairman and the chairman of the Peer Values Committee, Mrs. William Gatti who served as chairman of the Home Committee, and Mrs. Robert Stewart who served as chairman of the Education Committee. They devoted many hours of their time in organizing meetings and interviewing those who are in direct contact with our youth. Also, Mr. Harry Wills, Executive Director of the Indiana County Department of Public Assistance, and his staff who provided clerical help and assistance in preparing the questionnaires and reports, and Mr. Jack Thompson, Director of the Indiana University

of Pennsylvania Computer Center, who provided help in analyzing the questionnaire data.

We hope that this report will serve as a guide for those who will participate in the State Conference in October of 1969 and lead to a significant State contribution to the White House Conference on Children and Youth in 1970.

The family is the primary source of strength, guidance, love, nurture, stability and preparation for responsibility for the child. Parents have responsibility for providing their children with standards and expectations for behavior, with moral and spiritual guidance. Efforts on behalf of children should be aimed at strengthening the family unit or, when necessary, providing substitute means of meeting the child's needs.

I. The Home

Recommendations

A. Physical Environment

1. The program to insure a safe and healthyenvironment for all residents of Indiana County should:
   a. Provide low rent housing for the residents of the County in keeping with their ability to pay. Twenty-one percent of the families of the County live in poverty by United States government standards.[1]
   b. Provide for renovation and replacement of existing housing. Thirty-four per cent of housing in Indiana County is considered to be substandard.
   c. Insure pure water supplies, sewage disposal and prevention of stream and soil pollution. Forty-three per cent of the housing in the County does not have adequate sewage disposal facilities.[2]
2. To achieve these goals, there should be better communication and mor e comprehenisve, coordinate planning and action among all agencies, groups, and individuals concerned with the growth and development of children. Specifically:
   a. The residents of the County should make better use of the grants and loans now available to rehabilitate old structures or to construct new ones.
   b. Fears and rumor among bankers, real estate agents, and the general public that public housing will hurt them should be dispelled.
   c. Those who are living in substandard housing should be helped to change their attitudes and improve their living conditions. to accomplish this goal, the County agencies should increase the amount of help provided in the home such as found in the Child Welfare Homemaker Service or the County Home Economist Extension Service.
   d. In area where no action is taken, pressure must be levied by the State and other concerned agencies on local communities to provide adequate housing, pure water, and adequate sewage.
   e. Businesses who own company housing must accept responsibility for its maintenance or see that it is properly disposed.
3. All communities within the County, having knowledge of their own needs, should take responsibility for the development of programs, u tilizing State and Federal financing for implementation of new programs. This can be accomplished locally through close cooperation and planning with the County Housing and Redevelopment Authorities.

[1] Poverty in Pennsylvania (Harrisburg: Community Services of Pennsylvania, 1968), p. 8.

[2] Ibid., p. 19.

B. The Family and Child Welfare

1. There is a need to expand and strengthen the Child Welfare services that supplement, or substitute for, parental care and supervision. The County has move forward considerably in this area within the past decade. There are areas that must be strengthened if this progress is to be maintained.
   a. Efforts should be made to provide Day Care Services within the County as soon as possible. This service was mandated by the Pennsylvania State Legislature in 1968.
   b. In recent years, there has been a decrease in the number of families that are willing to become foster families. This service needs to be studied so that it may be strengthened and adequately maintained.
   c. Efforts must be made to increase the number of foster parents who are willing to take severely retarded children. If this proves to be unfeasible, serious consideration must be given to improving facilities for these youngsters through other services.
   d. Consideration should be given to the place of the eighteen-year-old in the Child Welfare Program. Under present law, the agency has no jurisdiction after the child reaches the age of eighteen. In many cases these children stay with the foster parents, but there are cases where they are expected to be on their own.
   e. The County presently employs one Homemaker. There is evidence that if this service was increased more families would be able maintain themselves as independent, adequately functioning units.
   f. Placement of emotionally distrubed children in adequate treatment centers has become extremely expensive within the past twenty years. Provision must be made for the Federal and State governments to share the cost of the placement of such children and to increase the adequacy of the public and private services available in this area.
   g. The present County case worker case load requires the hiring of a supervisor. This person should have the training and background to help case workers deal more effectively with their clients.
   h. Efforts need to be made at the Federal and State levels to increase the number of trained personnel who function in this area and to improve ancillary diagnostic and treatment resources.
   i. The state adoption laws should be made more realistic. At the present time, if a child is contacted only once by his natural parent within a six month period, the parent retains his right to the child.
   j. The Protective Service needs to be strengthened. (Protective Service is a specialized type of service within Child Welfare which is rendered to children who are found to be abused, neglected, unsup ervised, truant, or misused.) In working with protective cases, the approach should be intensive.
   k. The objective outlined directly above could be accomplished by providing a center for coordinated family-centered counseling. Such a center would provide counseling services at an early stage for economic, soical, emotional, and child behavior problems and for such problems at more advanced stages through child welfare, public assistance, marriage counseling services, mental health clinics, clergymen, physicians, and in the courts for the solution of domestic relations problems.

C. Public Welfare (Department of Public Assistance)

The p ublic welfare program is the channel through which the Government assures each individual family that their basic living needs will be met. When, because of age, illness, disability, or other factors beyond personal control, individual initiative cannot produce food, clothing, housing, medical care, or the essentials of life, the public assistant program stands as a basic income guarantee.

Recommendations

1. Efforts mus t be made to dispell misconceptions about the poor and dependent. The vast majority of those who are public assistance recipients have no means of actively supporting themselves.[4] In examining the nature of the public welfare caseload, it becomes evident that the significant potential gains to be made achieving self-support lie primarily in helping the children of these families. Keeping these children in school, in good health, in good housing, in decent neighborhoods, and in a society free of discrimination will go a long way toward assuring that these children will not be recipients of public assistance tomorrow.
2. The health of the adult population is determine, to a great degree, by the quality, adequacy, and scope of the health services available to that population when it was young. A significant index of the general health status can be found in the health of the children. Effort must be made to insure that the children of the families within Indiana County who are recip ients of public welfare have adequate medical and dental treatment. The responsibility for developing such a program should be shared by the service agencies within the County and the County doctors and dentists.
3. Provision should be made within the County to see that Department of Public Assistance patients can receive home nursing care when it is needed.
4. The "Well Baby Clinics" which were closed in the County should be reopened. Only two are now open. There is ample evidence that children from birth to six are not receiving the same care they received when these clinics were open throughout the County.
5. Professional people, particularly those who have prolonged contact with the poor, should make every effort not to stigmatize the poor. Research has shown that if we expect people to be different, to be inadequate, or to fail, that this will have a definite impact up on the behavior.[5] Such seemly innoxious things as using school lunch tokens for the poor only can have significant impact.
6. Children whose families are on Public Assistance should have the opportunity to parcipate in the full educational program of the school. At the present time very few of the children of these families attend kindergarten because transportation is unavailable.

[4]United States Department of Health, Education, and Welfare, Having the Power, We Have the Duty (Washington, D. C.: U. S. Government Printing Office, 1966), p. 8. [5]Estelle Fuch; "How Teachers Learn to Help Children Fail," Transaction, 5(September, 1968), 45-49.

7. Adequate provision should be made within the County to see that the poor receive adequate legal services when they are needed.
8. The procedure for receiving assistance involves much red tape and is very complicated for people who have minimum educational backgrounds and low intelligence. Buying and using food stamps is inconvenient for some and also somewhat difficult to understand. Such procedures should be simplified.
9. To accomplish the objectives outlined above there appears to be a need to:
   a. increase the amount of Federal and State participation to help the local communities meet the rising costs.
   b. to exempt some earnings for all recipients.
   c. to require the State to meet 100 per cent of the need as established by the State itself.
   d. supplement low earnings.
   e. establish proceures for keeping standards for payments current with living costs.

D. Mental H ealth and Retardation

As a result of the 1960 White House Conference preparations the following recommendations were made:

That national, State and local governments participate in financing expanded services for emotionally distrubed children; that local facilities and services for prevention, diagnosis and treatment be improved and extended by building upon and working through existing soundly bases activities for developing new services where none exist; that these be family, school, neighborhood and community centered, and place particular emphasis on the early school years.

That a variety of community services be improved, extended or developed for the prevention, diagnosis, treatment, care, training and education of mentally retarded children, both in daytime and residential settings; and that public school provide programs of high standard, appropriate group size and with specially trained personnel for all educable mentally handicapped from kindergarten through secondary school, and programs for trainable retarded children be adapted to their individual needs and abilities.[6]

1. Mental Retardation Program

Some p rogress has been made within the County in attaining these goals. However, serious consideration must be given to increasing the services provided in this area. Specifically:

a. There is a need within the County to provide day care for the retarded. Such a facility would provide a setting where severely retarded children could be taken from their homes for a few hours each day. Self-help and social skills could be taught in such a setting.

[6] Pennsylvania's Program for Children and Youth (Harrisburg: Department of Public Welfare, 1961), p.p. 15-16.

b. For older children group homes or sheltered workshops need to be established. Such facilities would give the retarded, who are not able to function completely on their own, a place to live and a chance to do some kind of work.
c. Few recreational faciliteis or activities are provided for the retarded within the County. Such p rograms should be established so that the retarded may lead fuller lives as community members.
d. More extensive family counseling and consultation is needed to help the families of the retarded. Some counseling of this type is now offered at the County Guidance Clinic, but the clinic is not specifically geared for this type of work.
e. Earlier diagnosis of retardation wo uld be of significant value. At the present time, very little is done to identify the reatded until they reach school age. Pre-school testing and identification would help both the child and his parents. The parents could be helped to accept and adjust to the child's handicap, and the child could be prepared to profit more significantly from school when he reaches school age.

3. Mental Health (Guidance Center)

a. At the present time, the staff of the Guidance Center can not reach all people within the County who need help. Many of the staff are employed on a part-time basis and this place a major limitation on the number of contact hours they have with those who are in need.
b. Currently, all counseling at the center is done at the desk setting. This also narrows and imits the usefulness of the program. If the social workers were able to make direct contact with those in need, the p rogram could be strengthened considerably.
c. The lack of county-wide public transportation, makes it imp ossible or quite difficult for some to avail themselves of the services of the clinic. This could be changed by setting up contact points at various communities in the County where the therapists could meet and work with the clients.
d. When th e Comprehensive Mental Health-Mental Retardation Law of 1966 is fully implemented, it seems almost inevitable that the staff of the center will have to be increased.
e. Services could also be extended by working out an arrangement with Indiana University of Pennsylvania to intern graduate students in both psychology and social work. This could be part of the requirements for the graduate degree.
f. Efforts have been made within the County to use the team approach in helping individuals and families. If the problem is many faceted, many agencies need to work together. This effort could be directed by one person who would change depending on the focal point of the person's problems.
g. The Clinic will extend its services in July of 1969 to p rovide outpatient therapy. At this time a p sychiatric nurse would be a valuable addition to the staff to provide follow-up care.

3. Social Work in the County Schools

An assessment of the childhood illness in Indiana County shows that the incidence of social and emotionally distrubed children is six to eight per cent of the population. Approximately 750 to 1,000 children out of an estimated enrollment of over 18,000 are disturbed to the point where they are functioning adequately. Thirty children are now receiving services.

The Special Education Department of the Indiana County Schools has on file at all times a list of children who display problems of a social or emotional nature. These lists are compiled by the school administrators and school nurses and are reviewed by the Supervisor of Special Education. According to this list there are fifty-six known additional cases that need immediate treatment. The reasons given for unavailability of service include:

a. heavy case load at the only available clinic.
b. inability to obtain transportation to travel to the clinic or other referral sources.
c. lack of understanding on the part of the parents and some school personnel about the nature of individual maladjustment and lack of knowledge about the type of available services.

In order to help correct these conditions and provide a program that is geared to the needs of the emotionally and socially disturbed the following recommendations are made:

a. A psychiatrist should be made available at least once a week to consult with school personnel in an inservice capacity and to work with the more seriously disturbed youngsters.
b. Additional trained social workers should be added to the County and local school staffs.
c. An additional psychologist should be added to the County school staff.
d. An intensive program of public relations should be initiated to upgrade the attitudes of the public toward mental health.

E. Rehabilitation

The many, varied, and costly needs of children with handicaps strain to the utmost the resources of any community and are beyond conceivable scope, capacity, and competence of any single agency.

Recommendations

1. Local facilities and services for prevention, diagnosis and treatment need to be imrpoved and extended building upon and working through existing souldly based activities and developing new services where none exist. These should be family, school, neighborhood and community centered, and should place particular emphasis on the preschool and elementary school years. The age limitation (the recipient must be at least 16) for existing services is unrealistic.
2. Cooperation must exist among the agencies that service these youngsters. Consideration should be given to the development of a program that will insure the best effort from all service agencies.

3. Such programs are expensive since many specialists may be involved in the treatment program. To accomplish these goals Federal allotments must be increased and State and local appropriations must be increased to meet existing unmet needs.
4. An educational program is necessary to inform professional people and the lay public of the type of services that are available through the Bureau of Rehabilitation.
5. Training programs for older youngsters should not just be geared to meeting vocational needs, but should help them make a more comprehensive adjustment to life.
6. When families and individuals are given help, follow-up is essential to determine the effectiveness of existing programs and to plan for the future.

F. The Child and the Law

The juvenile court is intended to succeed where parents have failed. But the family--even though distrubed by conflict, morally questionable, or broken by divorce or death--is the institution best suited for nurturing children into stable adults.[7]

Recommendations

1. If the above objective is to be realize, early diagnosis and treatment before the law is broken becomes the key to a successful program. Within Indiana County the schools and other service agencies need to develop programs that will lead to identification of the potential delinquent and provide intensive help for the child and his family.
2. There is a need within the County for facilities where youngsters can be housed overnight or for longer periods of time. This would be a place where the child can be safely and securely held under supervision for a short period of time. While the child is housed here, he would be available for intensive study and evaluation.
3. More intensive effort needs to be made to obtain appropriate foster homes for delinquents. Such homes should have foster parents who have extenisve knowledge of the young and their needs. While there certainly are youngsters for whom detention is the appropriate procedure, and always will be, there are other youngsters for whom detention is neither appropriate or fair. Such homes would provide for thse youngsters. A notable example is the child who has run away from an impossibly chaotic or punishing home environment.
4. There should be specialized training courses and on the job training for all police officers so that they may better handle the difficult and important contacts they have with youth. Local communities should be given State help in providing for this service.
5. Children who are placed in Youth Development Centers should be given the necessary help to rehabilitate themselves.
6. Children must be constantly evaluated while they are detained and personnel from the Youth Development Centers need to keep local personnel informed of the progress these youngsters are making. When there is reasonable assurance that the youngster can once again function on his own, he should be released.
7. Released youngsters should be given as much help as they need to readjust to the society. The Probation Department, Child Welfare, the court, the schools and other concerned agencies must work together to provide this service.

[7] Edwin M. Lemert, "Juvenile Justice--Quest and Reality," Transaction, 4:8 (July/August, 1967), p. 30.

G. Youth Opportunities

Recommendations

1. Indiana County still has a limited amount of industry. Many young people leave the County to obtain jobs in other parts of Pennsylvania and in other states. Continued efforts need to be made to attract new industry to the County.
2. More effective and up-to-date vocational education should be available in the schools to provide for the needs of industry.
3. Intensive qualified counseling should be available through the schools and the public employment service for vocational counseling and placement.
4. Further study should be given to the development of supervised-work experience programs such as those offered by the Neighborhood Youth Corps under the direction of ICCAP and the YMCA attendent-trainee program.
5. Efforts should be made to develop training programs that meet union requirements in the skilled worked areas. At the present time, many residents of Indiana County who could qualify for these jobs are simply not trained for them This means that work requiring skilled labor is frequently done by non-County residents.

H. Home Extension Service

The County Extension program reaches the people of Indiana County through meetings, publications, circular letter, exhibits, individual consultations, demonstrations and mass media. The County Extension staff consists of two agricultural agents and two home economists. These people serve all of the residents of Indiana County. In recent months renewed efforts have been made to reach all of the low-income people of the County. Suggestions for improving this service include:

1. A public relations program to help people understand that the extension p rogram is not just for rural people.
2. A program to encourage homemakers to take full advantage of the services offered. Other agencies could help here by informing the people they contact of the types of help that are available.
3. Efforts need to be made to attract more low income families to participate in the County groups. The extension now has 40 organized homemaker groups that meet once or twice a month. In these groups, the homemaker learns how to plan meals, prepare foods, and improve home conditions.
4. The extension service could use more capable women who are willing to participate in training programs so that they m ay inturn train others in their neighborhoods.

I. Recreation

Significant effort has been made within the County to develop more adequate recreational facilities. Further efforts need to be made in this area.

1. Youth are still of the opinion that adequate recreational facilities are not available in all communities. This is especially true for the older teen-ager.

2. If predictions about the future are accurate, there will be more and more leisure time. Because of this factor, public and voluntary agencies need to conduct continuing programs of evaluation and research in the creative and constructive use of leisure time.
3. Further efforts need to be made by the community agencies to support and strengthen the family unit by providing facilities and programs for the family as a group.
4. Efforts need to be made to encourage low-income families to participate actively in these programs.

## II. Youth and the Home

Children used to be brought up by their parents.

It may seem presumptuous to put that statement in the past tense. Yet it belongs to the past. Why? Because defacto responsibility for upbringing has shifted away from the family to other setting in the society, where the task is not always recognized or accepted. While the family still has the primary moral and legal responsibility for developing character in children, the power or opportunity to do the job is often lacking in the home, primarily because parents and children no longer spend enough time together in those situations in which such training is possible.[8]

Recommendations

1. Parents and all agencies seeking to strengthen family life should emphasize the need for communication between parents and their children. Specifically:
   a. Because of the nature of the world today, many parents are frequently absent from the home. Parents should make themselves more available and allow more time for discussing the problems their children have.
   b. Trust is an important factor in communication. Parents should create an atmosphere where children feel free to talk about themselves and their problems.
   c. Active communication between parents and their children should be developmental. If parents believe that they can wait until the child is older to discuss significant problems, they will find barriers that are difficult to penetrate.
   d. Although parents may have the right to make the final decision about important matters, they should explain all decisions fully telling their children why something should or should not be done.
   e. Parents should realize that the world has changed and that attitudes and standards have changed since they were young. Realizing this, they may be able to change or modify their own attitudes that hinder effective communication.
   f. Children have an obligation to make and effort to talk to their parents and make them feel they play a significant role in their lives.

2. Children should have regular and diverse opportunities to learn through direct participation, their obligations, their rights, and their responsibilities to others.
   a. Children learn by precept and example. Parents should be good models.
   b. Children should recognize that certain home responsibilities

[8] Urie Bronfenbrenner, "The Split-Level American Family," Saturday Review October 7, 1967, p. 60.

are necessary; however, parents should recognize the significant role the school plays in today's world and the additional responsibilities the child has here.

c. Children should have routine responsibilities at home and should perform them on a regular basis. When these are not done, appropriate action should be taken by the parents, but sever or very harsh punishment should be avoided.

d. Parents should take the time to talk with their children about the reasons for restrictions or punishment. Too frequently, children are simply told that they must do something because the adult has stated that it must be done.

e. Parents should establish reasonable expectations and rules. For example, the hours set by the parents for the child to be in should be related to age and the sex of the child. When the child is of high school age, parents have the right to know where they are. Trust is an important factor here, if parents trust their children, most will abide by their wishes.

f. Parents have a right to make suggestions when it comes to choosing friends, but they do not have the right to demand that their children follow their suggestions. The policy here should be one of guidance when the child is young and more vulnerable so he can make his own decisions when he is older.

g. Because youngsters frequently find other things more attractice, parents have the right to see that their children spend a certain amount of time on homework and studies.

h. Children who are punished in school should not be punished at home. Parents may indicate their displeasure with the behavior, but primarily they should provide encouragement for better behavior.

i. Youth use alcoholic beverages mostly because they are curious and their parents attempt to be too strict about its use. Older youth should have the opportunity to use small quantities of beer or wine in their own homes. However, the majority of the youth consulted feel that this should not be extended to "hard" liquor. The majority feel that the drinking age should be lowered to eighteen. Many also believe that more appropriate recreational facilities for the older teen-ager would limit the use of alcohol.

j. Habit forming drugs should be restricted by law. The schools and other significant educational institutions should have educational programs on drugs and their effects so that youth will have a greater understanding of drug use. Parents should also be informed so that they can give intelligent answers about the consequences of drug use. Many youngsters are unsure about the impact of the use of marijuana and where it fits into the total drug problem in this country.

3. Research shows that children who reported their parents away from home for long periods of time rated significantly lower on such

characteristics as responsibility and leadership.[9] Youth in this County feel that this is significant. Specifically:

a. Mothers who have pre-school and early-grade school children should definitely not work unless there is an extremely urgent need. Children of this age need a mother more than the benefits of the extra money.

b. Mothers who have older children may work providing his does not significantly interfere with the time they can spend with their children.

c. In situation where the mother must work, children must be adequately cared for by community Day Care Service or a responsible babysitter. When a babysitter must be used, the same person should be used so that the child does not constantly have to adjust to strangers.

d. Fathers should also find time to spend with their children. This is especially true for families that have boys, but should not be minimized when considering families with girls. (Note: Although the youngsters who participated in this discussion were unaware of this at the time of thediscussion, research shows that father absence contributes to low motivation for achievement, inability to defer immediate for later gratification, low self-esteem, susceptibility to group influence, and juvenile delinquency.[10])

4. Our doctrines of the church have come to us from the frayed-out period of classical Christendom and are infected with the ideology of preservation and permanence.[11] Religion should be made a meaningful part of life.

a. Parents should set the example by being good models. There is too much hypocrisy here. Children are told to do what is right, but can find everyday examples of man's inhumanity to man.

b. Religious education should start when the children are young. Parents should set the example by making the Judeo-Christian principles part of their lives and the their children's.

c. The church leaders should give youth a singificant and meaningful role in the church. They should make today's youth feel a sense of worth and belonging in the daily activities of the church. This can only be accomplished by making the church relevant to the needs of young people today.

d. The majority feel that in today's world of technology and science that the basic principles of Judeo-Christina beliefs should serve as guides for man's daily conduct.

[9] Ibid., p. 61.
[10] Ibid.
[11] Harvey Cos, The Secular City (New York: The MacMillan Co., 1965), p. 105.

## III. Education

We affirm as a basic right of all children a comprehensive education that motivates them to high levels of achievement in keeping with individual capacity, development, interests, and aptitudes. To accomplish this goal, the schools of Indiana County need to implement or strengthen the following areas.

Recommendations

### A. Curriculum

1. That scheduling be flexible enough so that students may take courses of interest and value to them.
2. That the positioning or timing of course be such that they can be taken when they are of most value.
3. That the curriculum provide opportunities for training in multiple fields.
4. That the curriculum be realistic in meeting the needs of the students the school serves.
5. That textbooks be reevaluated so that they can be made relevant to the problems of today.
6. That p rovision be made for summer school programs in areas of need for all students.
7. That specialized courses be offered for non-college gound students in areas of their vocational interest.
8. That provision be made for work-study programs for the non-college bound in cooperation with the school and the local communities.
9. That the student be given the opportunity to more fully understand all racial, cultural, and ethnic groups.
10. That courses be broadened in the areas of sex education, drugs, alcohol, and home and family living.

### B. Physical Education and Health

1. That the physical education classes be related to the number of instructors. (Too much overcrowding and non-participation due to large groupings.)
2. That each school have adequate facilities to meet the standards of the physical education programs for youth.
3. That provision be made for motivation and stimulation of all students to actively participate in physical activities.
4. That equal equal opportunity be given to pregnant students to complete their high school education. That courses in maternal and child care be offered to all students.

### C. Education Specialists

1. That provision be made for an adequate ratio of students per guidance counselor in order to adequately fulfill the needs of each individual student.
2. That guidance be implemented in the elementary schools.

3. That the guidance program
   a. have improved communication between guidance personnel and students.
   b.. place more emphasis on vocational and occupation guidance in the junior high school.
   c. gear the information and literature on occupations to the level of the students.
4. That occupational guidance be provided for the special education student with less emphasis on the academic.
5. That preventive counseling be provided for potential drop-outs.
6. That tutoring and remedial services be made available to all students who require the service.

D. School Personnel

1. That a reevaluation of provisions for tenure or certification be made periodically.
2. That mandatory refresher courses be offered in areas of specialization every five years.
3. That all school personnel develop a greater awareness and understanding of individual differences and needs.
4. That provision be made during the school day for teacher-student conferences.
5. That an evaluation be made of disciplinary laws in the state and local school districts so that the teachers' and students' rights may be more clearly defined.

E. Physical Facilities

1. That busing facilities be adequate for transporting students.
   a. no overcrowding.
   b. maximum period of time to be established that the student will travel on the bus.

2. That classroom size and facilites be adequate to meet the needs of the class.
   a. Adequate provision for library, laboratory, and scientific materials and facilities.

F. Community and School Relations

1. That communication between the parents and the school be increased to help meet the needs of the children they have in school.
2. That a better working relationship be established between the schools and outside agencies.
3. That the number of referral agencies in the community be increased (i. e., psychologists, community guidance centers, etc.).
4. That the school develop with the parents a more specific policy about the role of the school in relationship to the pupil and the home.

G. Education of the Disadvantaged

1. That programs be implemented to compensate for the deficiencies in the home life of the disadvantaged student.

2. That the age for eligibility for headstart be reduced to three.

3. That there be an increase in audio-visual aids to supplement the education of the disadvantaged.
4. That textbooks be revised so as to be geared more to the needs of the disadvantaged.
5. That teachers develop more understanding attitudes toward the disadvantaged in order to meet their needs.
6. That special curricula for occupations be implemented to help motivate students to stay in school.
7. That poorer districts be made more attractive to teachers through higher salaries and fringe benefits to upgrade the quality of the teaching available.

H. Education of the Exceptional Child

1. That there be an increase in the number of qualified teachers for the exceptional.
2. That the exceptional child be educated in the public schools when this is feasible.
3. That there be an increase in the number of qualified teacher-aides to help in educating the exceptional child.
4. That special education programs be available for the exceptional so that they may develop usable vocational skills.
5. That the school may every effort to be in continuous communication with the family of the exceptional child.
6. That the education programs for the physically handicapped and the socially and emotionally disturbed be separated from programs for the mentally retarded.
7. That the exceptional child have every opportunity to participate in the full school program.

I. Teacher-Student Affairs

1. That students have the opportunity to become more actively involved in all phases of school life including policy making.
2. That extra-curricular activities meet the needs and interests of all students and that an adequate allotment of time be given to these activites.
3. That adequate orientation be given to the student when he is faced with a new environment or a significant change in the school.
4. That the criteria for the eligibility for scholarship be reevaluated. Who should qualify for them? Are they being abused?

## IV. Values

The values of a people hold are beliefs giving direction and meaning to their behavior. Among the beliefs basic to realization of the rights of free men in our society are: that each individual is equal in dignity and worth to every other individual; that freedom must be granted to pursue individual goals which do not infringe upon the rights of others; that the application of reason is the best means of resolving man's problems; that institutions are established by men and should contribute to the welfare of the individual and society; that the concepts of truth and moral responsibility are crucial and fundamental.[12]

### A. Youth Opinion Survey

In March of 1969, 1, 118 juniors in the senior high schools of Indiana County were surveyed to obtain their opinions about the world, the things they value, and their views of the future. A sample of the questionnaire can be found in the Appendix. Tables I and II on pages 20-31 present a summary of the data collected.

Young people of Indiana County tend to believe that the world is not getting better. Fifty-one per cent of all the students sampled disagreed with this statement. However, a large majority of them believe that the society is concerned about their welfare and they tend to be optimistic about their chances of success in the future.

They tend to value education. Only a small minority of them believe that they can gain more by working four years rather than going to high school. Fifty-seven per cent of them believe that the schools in the county encourage an individual to think for himself. But, there is a significant minority that does not feel this way. They are generally committed to the idea that grades are overemphasized and that there is a considerable amount of unnecessary pressure in our schools. Testing is an area where this pressure is significantly felt. Fifty-one per cent believe that there is a tendency to overlook the student who does not plan to attend college. Many of them also feel that their teachers do not possess the necessary insight to fully understand them.

As a group, the majority feel that the world is too uncertain to make specific career plans in high school. However, the vast majority of them feel that it is not necessary to attend college to be successful in today's world. They tend to believe that all types of useful work are honest and worth doing; but there is a sizeable minority, twenty-three per cent, that does not place great value in this belief. About half of them feel that their teachers and parents are more concerned about their future than they are. One-fourth of them would like to have more adequate vocational information provided by their counselors.

[12] Phi Delta Kappa Commission on Education and Human Rights, "Education and Human Rights," Phi Delta Kappan, XLIX (April, 1968), p. 418.

They tend to place less emphasis upon the earning of money and the status a job will provide and emphasize the meaningfulness of the job to society. Eighty-five per cent of them believe that hard work will pay off if you have faith in yourself. They see part-time work as a way of developing independence and responsibility. The evidence concerning whether free time is a contributor to getting into trouble is less clear. A slight majority feel that free time may contribute to getting into trouble.

A significantly large number of them feel that people of all races, creeds, or colors must be accepted by all. They do not see religion as meeting the needs of most young people in Indiana County. There is a rather strong belief that the principles of the Ten Commandments are not serving as significant guides for the people of today.

They would like to see more individual freedom providing what they do does not hurt others. They believe that people are judged too frequently by their appearances and what they possess in material goods rather than in what they are.

The majority of them believe that the use of alcoholic beverages should be restricted for teen age use and 78 per cent believe that drug use should be strictly enforced by law. A significant minority do not feel this way; twenty per cent do not believe that acohol consumption should be restricted and fifteen per cent do not believe that drug use should be strictly enforced by law.

They seem to be somewhat confused about knowing what is right. About two-thirds of the county youth feel that they have difficulty in differentiating right from wrong. They do believe that dishonest behavior is frequently overlooked or simply accepted by a majority of people today. They seem to be about equally divided in accepting or not accepting the American ideal of "bigger, faster, and more." About one third of them have not made a choice here.

They tend to view their parents as playing important roles in their lives. Most believe that their parents treat them fairly and sensibly, but many of them tend to find their parents too restrictive and somewhat unable to understand them. Eighty-six per cent feel that their beliefs vary from their parents.

They are concerned about science and technology and its impact upon them. Two-thirds of them see television as a major influence. Machines as they see it will not replace human belings in all areas of work. They do not believe that the problem is inherit in the machine, but is found in man's use of machines. Many of them are suspect of modern science, for they tend to see the hydrogen bomb as a typical product.

Fifty per cent of Indiana County youth see the United States as fair and just in dealing with people of other nations. However, one fourth of them do not believe this is the case. One fifth of them see war as unnecessary to maintain justice; two thirds of them believe that war is necessary under some conditions to maintain justice.

The majority of them do not believe that if money were more fairly distributed that there would be less crime. Thirty-five per cent feel that criminals should be severely punished.

Some see poverty as the result of inequality in the distribution of money, but 48 per cent do not believe that this is a factor in producing poverty. Two-thirds of them believe that people who are on welfare could work if they wanted to.

They tend to believe that they do respect authority; however, twenty-four per cent of them felt that their could be greater respect. Most stated that they would like to see complete freedom of speech, even for those who criticize our country. There appears to be a strong conviction among them that people must obey the law, even if they disagree with it.

Thirty-eight per cent believe that minority groups do not receive the same treatment in the nation's courts. One-third of them do not believe that minority groups in our country have equal opportunity; approximately one fifth were undecided about this area.

Finally, the majority of our youth feel that they have not established any long range goals for themselves. However, considering the fact that this is an exploratory period for many, this may be what should be expected.

B. Youth Opinion and the Curriculum

When the student responses are separated by curriculum areas, there is not too much differentiation among the four groups represented: academic, general, commercial, and vocational. There is a tendency for the non-college bound student to feel somewhat more neglected in the school program. The vocational and general students show a higher percentage who feel that there is too much emphasis upon plans for the future. The general and vocational students also see money as a more important part of their requirements for a job than do the academic or commercial students. The general students see job status as an important prerequisite for a job.

A larger percentage of the students enrolled in the general curriculum tend to be less accepting of others who differ in race, color, or creed, but the difference is not large. The academic student tends to see religion as less meaningful in meeting his needs. Almost one-third of the general students would like to seen teen agers permitted to use alcohol, compared with about one fifth of the others. More of the general students also feel that their parents are too restrictive.

Commercial and vocational students tend to be more skeptical about what modern science can produce. Forty-five per cent of the general students feel that machines make man less human. The general and vocational students as a group would like to see a more equitable distribution of money. This same group would also like to see that criminals are punished severely, although a sizeable minority do not feel this way.

A greater proportion of the general students also feel that today's teen agers have little or nor respect for authority; and a slightly greater percentage believe that minority groups are likely to get unfair treatment in our courts.

The vocational and general students are less likely to have established long-range goals for themselves, but the difference again is only about ten per cent.

In summary, many of the youth of the county tend to believe in the traditional values our society supports. However, there are areas of significant disagreement. Many of them appear to be confused about what our society wants them to believe or value, and a sizeable minority would like to have more freedom in making their own choices.

TABLE I

YOUTH OPINION SURVEY

PERCENTAGE RESPONSES TO THE TOTAL QUESTIONNAIRE
COMPARED WITH RESPONSES IN THE ACADEMIC AND GENERAL CURRICULA

| Question | Total Population | | | | | Academic | | | | | General | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SA | A | U | D | SD | SA | A | U | D | SD | SA | A | U | D | SD |
| 1. The world is getting better. | 2 | 27 | 20 | 38 | 13 | 2 | 31 | 20 | 39 | 8 | 2 | 21 | 22 | 37 | 18 |
| 2. Any teen-ager with ability and willingness to work hard can be successful. | 48 | 45 | 2 | 4 | 1 | 49 | 43 | 2 | 5 | 1 | 42 | 49 | 4 | 3 | 2 |
| 3. No one cares much about what happens to teen-agers today. | 3 | 9 | 10 | 55 | 23 | 2 | 4 | 7 | 58 | 29 | 5 | 15 | 15 | 47 | 18 |
| 4. It doesn't matter what a boy does in high school; he will be drafted. | 4 | 7 | 6 | 39 | 44 | 4 | 4 | 5 | 36 | 51 | 6 | 14 | 6 | 42 | 32 |
| 5. Without great changes in our way of life little progress can be made. | 14 | 37 | 20 | 24 | 5 | 16 | 31 | 18 | 29 | 6 | 11 | 43 | 20 | 18 | 8 |
| 6. Too much education is required of the teen-ager today. | 8 | 19 | 14 | 44 | 15 | 5 | 16 | 13 | 49 | 17 | 14 | 23 | 16 | 35 | 12 |
| 7. A teen-ager can learn more by working 4 years than by going to school. | 3 | 6 | 15 | 41 | 35 | 1 | 5 | 13 | 39 | 42 | 6 | 9 | 16 | 45 | 24 |
| 8. Our schools encourage an individual to think for himself. | 14 | 43 | 13 | 20 | 10 | 11 | 36 | 12 | 27 | 14 | 18 | 46 | 13 | 13 | 10 |
| 9. School training is of little help in meeting the problems of real life. | 7 | 19 | 13 | 41 | 20 | 5 | 19 | 13 | 44 | 19 | 11 | 18 | 15 | 39 | 17 |
| 10. Grades are overemphasized in today's schools. | 34 | 34 | 14 | 15 | 3 | 44 | 36 | 8 | 9 | 3 | 30 | 33 | 17 | 17 | 3 |
| 11. School athletic and extra-curricular activities are for the privileged few. | 8 | 17 | 10 | 44 | 21 | 8 | 15 | 10 | 45 | 23 | 11 | 20 | 10 | 38 | 21 |

KEY: SA: Strongly Agree; A: Agree; U: Undecided; D: Disagree; SD: Strongly Disagree

(Percentages for Total, Academic, and General)

| Question | Total Population | | | | | Academic | | | | | General | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SA | A | U | D | SD | SA | A | U | D | SD | SA | A | U | D | SD |
| 12. Too much emphasis is placed on testing in schools today. | 25 | 41 | 14 | 18 | 2 | 28 | 44 | 11 | 15 | 2 | 26 | 38 | 14 | 19 | 3 |
| 13. The student who does not plan to go to college is overlooked in schools. | 12 | 39 | 17 | 34 | 8 | 10 | 32 | 19 | 13 | 7 | 20 | 31 | 12 | 27 | 10 |
| 14. Most teen-agers feel that there is too much pressure in school. | 26 | 49 | 11 | 11 | 3 | 28 | 48 | 9 | 11 | 4 | 34 | 47 | 10 | 7 | 2 |
| 15. Teachers really don't understand teen-agers today. | 15 | 31 | 26 | 25 | 3 | 11 | 25 | 27 | 33 | 4 | 26 | 35 | 20 | 16 | 3 |
| 16. The world is too uncertain to make specific career plans in high school. | 10 | 30 | 15 | 36 | 9 | 10 | 28 | 13 | 38 | 11 | 11 | 39 | 17 | 27 | 6 |
| 17. Only the college graduate can be successful in today's world. | 5 | 13 | 8 | 43 | 31 | 6 | 17 | 7 | 42 | 28 | 5 | 11 | 9 | 45 | 30 |
| 18. All types of useful work are honest and worth doing. | 20 | 42 | 15 | 18 | 5 | 22 | 41 | 15 | 17 | 5 | 21 | 38 | 17 | 20 | 4 |
| 19. Parents and teachers put too much emphasis on plans for the future. | 12 | 28 | 15 | 36 | 9 | 10 | 25 | 13 | 42 | 10 | 19 | 31 | 17 | 26 | 7 |
| 20. Adequate vocational information is provided by counselors and others. | 12 | 48 | 18 | 17 | 8 | 10 | 42 | 15 | 22 | 11 | 16 | 47 | 17 | 12 | 8 |
| 21. The most important part of any job is the money that can be earned. | 17 | 13 | 10 | 42 | 28 | 4 | 9 | 9 | 41 | 37 | 13 | 18 | 13 | 37 | 19 |
| 22. The most important part of any job is the chance to make a meaningful contribution to society. | 22 | 43 | 17 | 15 | 3 | 30 | 37 | 14 | 16 | 3 | 17 | 41 | 21 | 15 | 6 |

(Percentages for Total, Academic, and General)

| Question | Total Population | | | | | Academic | | | | | General | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SA | A | U | D | SD | SA | A | U | D | SD | SA | A | U | D | SD |
| 23. The most important part of any job is the prestige or status of the job. | 5 | 26 | 21 | 33 | 15 | 3 | 15 | 15 | 41 | 26 | 4 | 37 | 26 | 26 | 7 |
| 24. Teen-agers who have part-time jobs are more independent and responsible. | 21 | 47 | 12 | 16 | 4 | 20 | 51 | 11 | 14 | 4 | 28 | 41 | 10 | 18 | 3 |
| 25. The way teen-agers behave is mostly determined by what their friends do. | 14 | 45 | 11 | 23 | 7 | 15 | 45 | 9 | 24 | 7 | 16 | 43 | 14 | 18 | 9 |
| 26. Hard work will always pay off if you have faith in yourself. | 43 | 42 | 7 | 7 | 2 | 40 | 39 | 8 | 11 | 2 | 37 | 50 | 5 | 7 | 1 |
| 27. Too much free time makes it easy to get into trouble. | 21 | 35 | 11 | 23 | 10 | 18 | 35 | 12 | 36 | 9 | 24 | 32 | 13 | 15 | 16 |
| 28. People differing in race, creed, or color must be accepted by all. | 57 | 27 | 8 | 5 | 3 | 67 | 22 | 4 | 5 | 2 | 45 | 27 | 14 | 5 | 9 |
| 29. Religion today meets the needs of young people. | 12 | 23 | 27 | 25 | 13 | 10 | 19 | 23 | 30 | 18 | 10 | 26 | 30 | 21 | 13 |
| 30. People do not follow the principles of the ten commandments today. | 26 | 42 | 13 | 7 | 2 | 34 | 44 | 14 | 6 | 2 | 32 | 39 | 15 | 12 | 2 |
| 31. There should be more freedom for the individual to do what he wants providing he doesn't hurt others. | 23 | 37 | 17 | 17 | 6 | 22 | 37 | 16 | 19 | 6 | 27 | 49 | 14 | 14 | 6 |
| 32. Too much emphasis is placed upon a person's appearance and not on what he is. | 46 | 37 | 7 | 7 | 3 | 46 | 37 | 6 | 9 | 2 | 43 | 37 | 10 | 6 | 4 |
| 33. Too much emphasis is placed on money and material things in today's world. | 41 | 42 | 9 | 7 | 1 | 47 | 40 | 6 | 6 | 1 | 37 | 40 | 12 | 8 | 3 |

(Percentages for Total, Academic, and General)

| Question | Total Population | | | | | Academic | | | | | General | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SA | A | U | D | SD | SA | A | U | D | SD | SA | A | U | D | SD |
| 34. Teen-agers should be permitted to use alcohol. | 8 | 12 | 15 | 20 | 45 | 6 | 13 | 14 | 19 | 48 | 16 | 16 | 17 | 21 | 30 |
| 35. The use of drugs should be strictly enforced by law. | 62 | 16 | 7 | 5 | 10 | 66 | 18 | 5 | 4 | 7 | 57 | 18 | 10 | 4 | 11 |
| 36. It is difficult to know what is right these days. | 16 | 44 | 10 | 23 | 7 | 16 | 37 | 9 | 29 | 9 | 21 | 48 | 13 | 11 | 7 |
| 37. Dishonest behavior is overlooked or accepted by many people today. | 16 | 54 | 13 | 13 | 4 | 19 | 56 | 11 | 11 | 3 | 17 | 45 | 16 | 16 | 6 |
| 38. The American ideal of "bigger, faster, and more" doesn't appeal to me. | 9 | 26 | 34 | 23 | 8 | 12 | 27 | 28 | 26 | 7 | 7 | 24 | 38 | 19 | 12 |
| 39. One ought to discuss important plans with his parents. | 39 | 45 | 8 | 6 | 2 | 43 | 44 | 7 | 4 | 2 | 30 | 49 | 7 | 11 | 3 |
| 40. Parents place too many restrictions on dating and other social activities. | 22 | 21 | 14 | 33 | 10 | 17 | 16 | 12 | 41 | 14 | 34 | 26 | 11 | 24 | 5 |
| 41. Parents don't understand their children today. | 19 | 31 | 19 | 23 | 8 | 13 | 28 | 20 | 27 | 12 | 28 | 34 | 18 | 16 | 4 |
| 42. Many parents' beliefs are not the same as their children's. | 33 | 53 | 7 | 6 | 1 | 32 | 53 | 7 | 7 | 1 | 34 | 53 | 6 | 5 | 2 |
| 43. Parents usually treat their children fairly and sensibly. | 11 | 58 | 17 | 11 | 3 | 11 | 63 | 16 | 9 | 1 | 11 | 52 | 16 | 13 | 8 |
| 44. Television is a major influence on teen-agers today. | 23 | 40 | 18 | 18 | 11 | 24 | 40 | 7 | 24 | 5 | 23 | 34 | 11 | 23 | 9 |

(Percentages for Total, Academic, and General)

| Question | Total Population | | | | | Academic | | | | | General | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SA | A | U | D | SD | SA | A | U | D | SD | SA | A | U | D | SD |
| 45. Machines will eventually replace human beings in all areas of work. | 7 | 17 | 16 | 35 | 25 | 5 | 12 | 12 | 40 | 31 | 12 | 21 | 15 | 30 | 22 |
| 46. The hydrogen bomb is typical of what we can expect from modern science. | 12 | 40 | 18 | 18 | 12 | 10 | 30 | 16 | 25 | 19 | 16 | 42 | 21 | 15 | 6 |
| 47. Machines make man less human. | 9 | 25 | 20 | 32 | 14 | 7 | 20 | 20 | 35 | 18 | 16 | 29 | 22 | 22 | 11 |
| 48. The problem is not machines; it is what people do with them. | 26 | 49 | 17 | 6 | 2 | 29 | 50 | 14 | 6 | 1 | 25 | 47 | 18 | 6 | 4 |
| 49. The United States is fair and just in dealing with people of other nations. | 13 | 36 | 29 | 16 | 6 | 12 | 34 | 28 | 19 | 7 | 15 | 37 | 26 | 16 | 6 |
| 50. Under some conditions, war is necessary to maintain justice. | 19 | 47 | 13 | 11 | 10 | 19 | 51 | 11 | 11 | 8 | 22 | 42 | 12 | 11 | 13 |
| 51. If money were more fairly distributed in the United States ther would be less crime. | 11 | 22 | 18 | 32 | 17 | 5 | 23 | 15 | 38 | 19 | 22 | 21 | 18 | 26 | 13 |
| 52. Poverty is chiefly the result of inequality in the distribution of money. | 9 | 23 | 20 | 35 | 13 | 5 | 20 | 13 | 43 | 19 | 12 | 25 | 24 | 29 | 10 |
| 53. People who are on welfare could work if they wanted to. | 24 | 41 | 20 | 12 | 3 | 23 | 41 | 19 | 14 | 3 | 29 | 38 | 20 | 10 | 3 |
| 54. There should be complete freedom of speech, even for those who criticize our country. | 14 | 38 | 18 | 21 | 9 | 16 | 39 | 14 | 23 | 8 | 20 | 23 | 21 | 17 | 9 |
| 55. All criminals should be severely punished. | 12 | 23 | 21 | 34 | 10 | 10 | 21 | 21 | 37 | 11 | 16 | 29 | 20 | 24 | 11 |
| 56. Today's teen-agers have little or no respect for authority. | 6 | 18 | 12 | 42 | 11 | 3 | 16 | 10 | 49 | 23 | 12 | 20 | 13 | 33 | 22 |

(Percentages for Total, Academic, and General)

| Question | Total Population | | | | | Academic | | | | | General | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SA | A | U | D | SD | SA | A | U | D | SD | SA | A | U | D | SD |
| 57. Most teen-agers today have no long-range goals. | 4 | 30 | 12 | 37 | 17 | 2 | 27 | 8 | 40 | 23 | 9 | 33 | 16 | 30 | 12 |
| 58. Members of minority groups receive unfair treatment in today's courts. | 7 | 21 | 34 | 30 | 8 | 7 | 18 | 28 | 38 | 9 | 12 | 26 | 32 | 22 | 8 |
| 59. Minority groups do not have equal opportunity in our country. | 7 | 29 | 21 | 34 | 9 | 7 | 30 | 17 | 36 | 10 | 12 | 26 | 21 | 33 | 8 |
| 60. People must obey the law, even if they disagree with it. | 45 | 40 | 7 | 5 | 3 | 44 | 40 | 7 | 6 | 3 | 38 | 42 | 8 | 6 | 6 |

Total: 1,118

Academic: 503

General: 197

TABLE II
YOUTH OPINION SURVEY

PERCENTAGE RESPONSES TO THE TOTAL QUESTIONNAIRE
COMPARED WITH RESPONSES IN THE COMMERCIAL AND VOCATIONAL CURRICULA

| Question | Total Population | | | | | Commercial | | | | | Vocational | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SA | A | U | D | SD | SA | A | U | D | SD | SA | A | U | D | SD |
| 1. The world is getting better. | 2 | 27 | 20 | 38 | 13 | 4 | 24 | 17 | 39 | 16 | 3 | 27 | 19 | 37 | 14 |
| 2. Any teen-ager with ability and willingness to work hard can be successful. | 48 | 45 | 2 | 4 | 1 | 19 | 48 | 1 | 2 | 0 | 48 | 46 | 2 | 4 | 0 |
| 3. No one cares much about what happens to teen-agers today. | 3 | 9 | 10 | 55 | 23 | 2 | 10 | 10 | 60 | 18 | 6 | 13 | 18 | 45 | 18 |
| 4. It doesn't matter what a boy does in high school; he will be drafted. | 4 | 7 | 6 | 39 | 44 | 3 | 6 | 7 | 37 | 47 | 6 | 13 | 9 | 42 | 30 |
| 5. Without great changes in our way of life little progress can be made. | 14 | 37 | 20 | 24 | 5 | 13 | 39 | 22 | 24 | 5 | 11 | 42 | 29 | 15 | 3 |
| 6. Too much education is required of the teen-ager today. | 8 | 19 | 14 | 44 | 15 | 6 | 18 | 12 | 48 | 16 | 13 | 23 | 21 | 37 | 6 |
| 7. A teen-ager can learn more by working 4 years than by going to schoo. | 3 | 6 | 15 | 41 | 35 | 0 | 5 | 15 | 43 | 37 | 11 | 11 | 19 | 39 | 20 |
| 8. Our schools encourage an individual to think for himself. | 14 | 43 | 13 | 20 | 10 | 17 | 49 | 15 | 15 | 4 | 13 | 53 | 13 | 15 | 6 |
| 9. School training is of little help in meeting the problems of life. | 7 | 19 | 13 | 41 | 20 | 7 | 16 | 12 | 42 | 23 | 6 | 24 | 17 | 33 | 20 |
| 10. Grades are overemphasized in today's schools. | 34 | 34 | 14 | 15 | 3 | 29 | 28 | 19 | 22 | 2 | 19 | 38 | 23 | 18 | 2 |
| 11. School athletic and extra-curricular activities are for the privileged few. | 8 | 17 | 10 | 44 | 21 | 8 | 15 | 8 | 48 | 21 | 6 | 21 | 17 | 40 | 16 |

(Percentages for Total, Commercial, and Vocational)

| Question | Total Population | | | | | Commercial | | | | | Vocational | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SA | A | U | D | SD | SA | A | U | D | SD | SA | A | U | D | SD |
| 12. Too much emphasis is placed on testing in schools today. | 25 | 41 | 14 | 18 | 2 | 23 | 35 | 16 | 24 | 2 | 17 | 42 | 19 | 18 | 4 |
| 13. The student who does not plan to go to college is overlooked in schools. | 12 | 39 | 17 | 34 | 8 | 12 | 23 | 16 | 40 | 9 | 13 | 25 | 13 | 42 | 7 |
| 14. Most teen-agers feel that there is too much pressure in school. | 26 | 49 | 11 | 11 | 3 | 19 | 55 | 11 | 12 | 8 | 22 | 44 | 17 | 4 | 3 |
| 15. Teachers really don't understand teen-agers today. | 15 | 31 | 26 | 25 | 3 | 14 | 36 | 28 | 20 | 2 | 19 | 38 | 25 | 17 | 1 |
| 16. The world is too uncertain to make specific career plans in high school. | 10 | 30 | 15 | 36 | 9 | 9 | 25 | 15 | 41 | 10 | 12 | 35 | 19 | 29 | 5 |
| 17. Only the college graduate can be successful in today's world. | 5 | 13 | 8 | 43 | 31 | 2 | 9 | 9 | 41 | 39 | 8 | 10 | 10 | 43 | 29 |
| 18. All types of useful work are honest and worth doing. | 20 | 42 | 15 | 8 | 5 | 19 | 42 | 17 | 17 | 5 | 17 | 48 | 12 | 17 | 6 |
| 19. Parents and teachers put too much emphasis on plans for the future. | 12 | 28 | 15 | 36 | 9 | 8 | 26 | 17 | 38 | 11 | 16 | 35 | 19 | 24 | 6 |
| 20. Adequate vocational information is provided by counselors and others. | 12 | 48 | 18 | 7 | 8 | 13 | 51 | 18 | 14 | 4 | 10 | 43 | 26 | 13 | 8 |
| 21. The most important part of any job is the money that can be earned. | 17 | 13 | 10 | 42 | 28 | 5 | 13 | 7 | 51 | 24 | 11 | 21 | 15 | 39 | 14 |
| 22. The most important part of any job is the chance to make a meaningful contribution to society. | 22 | 43 | 17 | 15 | 3 | 17 | 52 | 16 | 13 | 2 | 13 | 45 | 23 | 17 | 2 |

(Percentages for Total, Commercial, and Vocational)

| Question | Total Population | | | | | Commercial | | | | | Vocational | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SA | A | U | D | SD | SA | A | U | D | SD | SA | A | U | D | SD |
| 23. The most important part of any job is the prestige or status of the job. | 5 | 26 | 21 | 33 | 15 | 6 | 34 | 23 | 30 | 7 | 9 | 26 | 32 | 19 | 4 |
| 24. Teen-agers who have part-time jobs are more independent and responsible. | 21 | 47 | 12 | 16 | 4 | 20 | 47 | 12 | 17 | 4 | 28 | 39 | 17 | 14 | 2 |
| 25. The way teen-agers behave is mostly determined by what their friends do. | 14 | 45 | 11 | 23 | 7 | 8 | 45 | 14 | 26 | 7 | 18 | 42 | 10 | 21 | 9 |
| 26. Hard work will always pay off if you have faith in yourself. | 43 | 42 | 7 | 7 | 2 | 49 | 39 | 5 | 4 | 3 | 46 | 42 | 5 | 6 | 1 |
| 27. Too much free time makes it easy to get into trouble. | 25 | 31 | 11 | 23 | 10 | 22 | 34 | 9 | 26 | 9 | 23 | 39 | 8 | 20 | 10 |
| 28. People differing in race, creed, or color must be accepted by all. | 57 | 27 | 8 | 5 | 3 | 57 | 30 | 8 | 4 | 1 | 39 | 37 | 12 | 6 | 6 |
| 29. Religion today meets the needs of young people. | 12 | 23 | 27 | 25 | 13 | 16 | 27 | 28 | 19 | 10 | 10 | 27 | 36 | 20 | 7 |
| 30. People do not follow the principles of the ten commandments today. | 26 | 42 | 13 | 7 | 2 | 40 | 42 | 11 | 5 | 2 | 39 | 39 | 15 | 5 | 2 |
| 31. There should be more freedom for the individual to do what he wants providing he doesn't hurt others. | 23 | 37 | 17 | 17 | 6 | 22 | 37 | 18 | 18 | 5 | 25 | 35 | 20 | 14 | 6 |
| 32. Too much emphasis is placed upon a person's appearance and not on what he is. | 46 | 37 | 7 | 7 | 3 | 51 | 35 | 5 | 6 | 3 | 40 | 39 | 10 | 8 | 3 |
| 33. Too much emphasis is placed on money and material things in today's world. | 41 | 42 | 9 | 7 | 1 | 40 | 44 | 9 | 6 | 1 | 27 | 46 | 15 | 9 | 3 |

(Percentages for Total, Commercial, and Vocational)

| Question | Total Population | | | | | Commercial | | | | | Vocational | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SA | A | U | D | SD | SA | A | U | D | SD | SA | A | U | D | SD |
| 34. Teen-agers should be permitted to use alcohol. | 8 | 12 | 15 | 20 | 45 | 6 | 8 | 13 | 21 | 52 | 8 | 14 | 18 | 20 | 40 |
| 35. The use of drugs should be strictly enforced by law. | 62 | 16 | 7 | 5 | 10 | 60 | 12 | 8 | 5 | 15 | 54 | 13 | 12 | 6 | 15 |
| 36. It is difficult to know what is right these days. | 16 | 44 | 10 | 23 | 7 | 13 | 51 | 7 | 25 | 4 | 11 | 50 | 18 | 16 | 5 |
| 37. Dishonest behavior is overlooked or accepted by many people today. | 16 | 54 | 13 | 13 | 4 | 12 | 52 | 15 | 17 | 4 | 12 | 56 | 14 | 14 | 4 |
| 38. The American ideal of "Bigger, Faster, and More" doesn't appeal to me. | 9 | 26 | 34 | 23 | 8 | 5 | 30 | 40 | 20 | 5 | 10 | 21 | 40 | 18 | 11 |
| 39. One ought to discuss important plans with his parents. | 39 | 45 | 8 | 6 | 2 | 43 | 43 | 8 | 5 | 1 | 30 | 46 | 12 | 9 | 3 |
| 40. Parents place too many restrictions on dating and other social activities. | 22 | 21 | 14 | 33 | 10 | 21 | 24 | 15 | 32 | 8 | 28 | 27 | 19 | 20 | 6 |
| 41. Parents don't understand their children today. | 19 | 31 | 19 | 23 | 8 | 17 | 33 | 19 | 25 | 6 | 25 | 32 | 19 | 20 | 4 |
| 42. Many parents' beliefs are not the same as their children's. | 33 | 53 | 7 | 6 | 1 | 30 | 56 | 7 | 6 | 1 | 31 | 50 | 12 | 6 | 1 |
| 43. Parents usually treat their children fairly and sensibly. | 11 | 58 | 17 | 11 | 3 | 12 | 58 | 13 | 14 | 3 | 13 | 50 | 25 | 11 | 1 |
| 44. Television is a major influence on teen-agers today. | 23 | 40 | 18 | 18 | 11 | 24 | 35 | 11 | 17 | 3 | 22 | 37 | 13 | 20 | 8 |

(Percentages for Total, Commercial, and Vocational)

| Question | Total Population | | | | | Commercial | | | | | Vocational | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SA | A | U | D | SD | SA | A | U | D | SD | SA | A | U | D | SD |
| 45. Machines will eventually replace human beings in all areas of work. | 7 | 17 | 16 | 35 | 25 | 6 | 21 | 17 | 38 | 18 | 13 | 22 | 26 | 17 | 22 |
| 46. The hydrogen bomb is typical of what we can expect from modern science. | 12 | 40 | 18 | 18 | 12 | 12 | 51 | 19 | 13 | 5 | 18 | 51 | 19 | 7 | 5 |
| 47. Machines make man less human. | 9 | 25 | 20 | 32 | 14 | 6 | 27 | 19 | 35 | 13 | 10 | 27 | 20 | 30 | 13 |
| 48. The problem is not machines; it is what people do with them. | 26 | 49 | 17 | 6 | 2 | 20 | 53 | 20 | 4 | 3 | 27 | 46 | 15 | 9 | 3 |
| 49. The United States is fair and just in dealing with people of other nations. | 13 | 36 | 29 | 16 | 6 | 10 | 43 | 30 | 12 | 5 | 15 | 31 | 34 | 12 | 8 |
| 50. Under some conditions, war is necessary to maintain justice. | 19 | 47 | 13 | 11 | 10 | 15 | 47 | 16 | 11 | 11 | 23 | 40 | 12 | 16 | 9 |
| 51. If money were more fairly distributed in the U. S. there would be less crime. | 11 | 22 | 18 | 32 | 17 | 11 | 21 | 19 | 33 | 16 | 19 | 24 | 21 | 22 | 14 |
| 52. Poverty is chiefly the result of inequality in the distribution of money. | 9 | 23 | 20 | 35 | 13 | 7 | 26 | 25 | 32 | 10 | 12 | 28 | 28 | 25 | 7 |
| 53. People who are on welfare could work if they wanted to. | 24 | 41 | 20 | 12 | 3 | 21 | 43 | 22 | 12 | 5 | 25 | 41 | 19 | 12 | 3 |
| 54. There should be complete freedom of speech, even for those who criticize our country. | 14 | 38 | 18 | 21 | 9 | 9 | 39 | 21 | 21 | 10 | 12 | 40 | 20 | 17 | 11 |
| 55. All criminals should be severely punished. | 12 | 23 | 21 | 34 | 10 | 11 | 23 | 20 | 38 | 8 | 20 | 20 | 21 | 31 | 8 |
| 56. Today's teen-agers have little or no respect for authority. | 6 | 18 | 12 | 42 | 11 | 5 | 18 | 12 | 42 | 23 | 9 | 20 | 20 | 34 | 17 |

(Percentage for Total, Commercial, and Vocational)

| Question | Total Population | | | | | Commercial | | | | | Vocational | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SA | A | U | D | SD | SA | A | U | D | SD | SA | A | U | D | SD |
| 57. Most teen-agers today have no long-range goals. | 4 | 30 | 12 | 37 | 17 | 3 | 29 | 14 | 41 | 13 | 6 | 36 | 17 | 33 | 8 |
| 58. Members of minority groups receive unfair treatment in today's courts. | 7 | 21 | 34 | 30 | 8 | 5 | 21 | 43 | 25 | 6 | 6 | 26 | 41 | 19 | 8 |
| 59. Minority groups do not have equal opportunity in our country. | 7 | 29 | 21 | 34 | 9 | 5 | 27 | 26 | 34 | 8 | 9 | 33 | 24 | 28 | 6 |
| 60. People must obey the law, even if they disagree with it. | 45 | 40 | 7 | 5 | 3 | 51 | 38 | 5 | 3 | 3 | 42 | 43 | 6 | 7 | 2 |

Total: 1,118

Commercial: 271

Vocational: 144

# APPENDIX

# TEEN-AGE OPINION SURVEY

Age_____Sex: Male - Female Residence: Farm Non-farm country Town

Curriculum: Academic General Commercial Vocational Other_____

The following pages contain a number of statements about which there is no general agreement. People differ widely in the way they feel about each item. There are no right answers. The purpose of the survey is to see how you feel about each item. Please give you honest opinion on each of these statements.

Read each item carefully and makr the number of the phrase that best expresses your feeling about the statement in the space at the left. Let your own personal experience determine your answer. Do not spend much time on any item. If in doubt, mark the phrase that seems most nearly to express your present feeling about the statement. Work rapidly. Be sure to answer every item.

1. THE WORLD IS GETTING BETTER.
   1) Strongly agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

2. ANY TEEN-AGER WITH ABILITY AND WILLINGNESS TO WORK HARD HAS A GOOD CHANCE OF BEING SUCCESSFUL.
   1) Strongly agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

3. NO ONE CARES MUCH ABOUT WHAT HAPPENS TO TEEN-AGERS TODAY.
   1) Strongly agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

4. IT DOESN'T MATTER WHAT A BOY DOES IN HIGH SCHOOL BECAUSE HE WILL BE DRAFTED ANYWAY.
   1) Strongly agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

5. WITHOUT GREAT CHANGES IN OUR WAY OF LIFE, LITTLE PROGRESS CAN BE MADE IN THE SOLUTION OF OUR PROBLEMS TODAY.
   1) Strongly agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

6. TOO MUCH EDUCATION IS REQUIRED OF THE TEEN-AGER TODAY.
   1) Strongly agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

7. A TEEN-AGER CAN LEARN MORE BY WORKING FOUR YEARS THAN BY GOING TO HIGH SCHOOL.
   1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

8. OUR SCHOOLS ENCOURAGE AN INDIVIDUAL TO THINK FOR HIMSELF.
   1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

9. SCHOOL TRAINING IS OF LITTLE HELP IN MEETING THE PROBLEMS OF REAL LIFE.
   1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

10. GRADES ARE OVEREMPHASIZED IN TODAY'S SCHOOLS.
    1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

11. SCHOOL ATHLETIC AND EXTRA-CURRICULAR PROGRAMS ARE DESIGNED FOR THE PRIVILEGED FEW.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

12. TOO MUCH EMPHASIS IS PLACED ON TESTING IN SCHOOLS TODAY.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

13. THE STUDENT WHO DOES NOT PLAN TO GO TO COLLEGE IS OVERLOOKED IN MOST SCHOOLS TODAY.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

14. MOST TEEN-AGERS FEEL THAT THERE IS TOO MUCH PRESSURE IN SCHOOLS TODAY.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

15. TEACHERS REALLY DON'T UNDERSTAND TEEN-AGERS TODAY.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

16. THE WORLD IS TOO UNCERTAIN TO MAKE SPECIFIC CAREER PLANS IN HIGH SCHOOL.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

17. ONLY THE COLLEGE GRADUATE CAN BE TRULY SUCCESSFUL IN TODAY'S WORLD.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

18. ALL TYPES OF WORK THAT ARE USEFUL TO MAN ARE HONEST AND WORTH DOING.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

19. PARENTS AND TEACHERS PUT TOO MUCH EMPHASIS ON MAKING PLANS FOR THE FUTURE.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

20. SCHOOL COUNSELORS AND OTHER RESOURCE PEOPLE PROVIDE ADEQUATE INFORMATION FOR MAKING VOCATIONAL PLANS IN HIGH SCHOOL.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

21. THE MOST IMPORTANT PART OF ANY JOB IS THE MONEY THAT CAN BE EARNED.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

22. THE MOST IMPORTANT PART OF ANY JOB IS THE OPPORTUNITY TO MAKE A MEANINGFUL CONTRIBUTION TO THE SOCIETY.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

23. THE MOST IMPORTANT PART OF ANY JOB IS THE PRESTIGE OR STATUS THAT COMES WITH IT.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

24. TEEN-AGERS WHO HAVE PART TIME JOBS ARE MORE INDEPENDENT AND RESPONSIBLE.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

25. THE WAY TEEN-AGERS BEHAVE IS MOSTLY DETERMINED BY WHAT THEIR FRIENDS DO.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

26. HARD WORK WILL ALWAYS PAY OFF IF YOU HAVE FAITH IN YOURSELF AND STICK TO IT.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strohgly Disagree

27. TOO MUCH FREE TIME MAKES IT EASY TO GET INTO TROUBLE.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

28. PEOPLE DIFFERING IN RACE, CREED, OR COLOR MUST BE ACCEPTED BY ALL.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

29. RELIGION TODAY MEETS THE NEEDS OF YOUNG PEOPLE.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

30. PEOPLE DO NOT FOLLOW THE PRINCIPLES OF THE TEN COMMANDMENTS ENOUGH TODAY.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

31. THERE SHOULD BE MORE FREEDOM FOR THE INDIVIDUAL TO DO WHATEVER HE WANTS PROVIDING HE DOESN'T HURT OTHERS.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

32. THERE IS TOO MUCH EMPHASIS ON MONEY AND MATERIAL THINGS IN TODAY'S WORLD.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

33. TOO MUCH EMPHASIS IS PLACED ON HOW A PERSON DRESSES AND LOOKS AND NOT ENOUGH ON WHAT HE IS.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

34. TEEN-AGERS SHOULD BE PERMITTED TO USE ALCOHOL.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

35. THE USE OF DRUGS SHOULD BE STRICTLY ENFORCED BY LAW.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

36. DISHONEST BEHAVIOR IS OFTEN OVERLOOKED OR ACCEPTED BY MANY PEOPLE TODAY.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

37. IT IS DIFFICULT TO KNOW WHAT IS RIGHT THESE DAYS.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

38. THE AMERICAN IDEAL OF "BIGGER, FASTER AND MORE" DOESN'T APPEAL TO ME.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

39. ONE OUGHT TO DISCUSS IMPORTANT PLANS WITH HIS PARENTS.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

40. PARENTS PLACE TOO MANY RESTRICTIONS ON DATING AND OTHER TEEN-AGE SOCIAL ACTIVITIES.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

41. PARENTS DON'T UNDERSTAND THEIR CHILDREN TODAY.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

42. MANY PARENTS BELIEFS ARE NOT THE SAME AS THEIR CHILDREN'S.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

43. PARENTS USUALLY TREAT THEIR CHILDREN FAIRLY AND SENSIBLY.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

44. TELEVISION IS A MAJOR INFLUENCE ON TEEN-AGERS TODAY.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

45. MACHINES WILL EVENTUALLY REPLACE HUMAN BEINGS IN ALL AREAS OF WORK.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

46. THE HYDORGEN BOMB IS TYPICAL OF WHAT WE CAN EXPECT FROM MODERN SCIENCE.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

47. MACHINES MAKE MAN LESS HUMAN.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

48. THE PROBLEM IS NOT MACHINES; IT IS WHAT PEOPLE DO WITH THEM.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

49. THE UNITED STATES IS FAIR AND JUST IN DEALING WITH PEOPLE OF OTHER NATIONS.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

50. UNDER SOME CONDITIONS, WAR IS NECESSARY TO MAINTAIN JUSTICE.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

51. IF MONEY WERE MORE FAIRLY DISTRIBUTED IN THE UNITED STATES, THERE WOULD BE LESS CRIME.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

52. POVERTY IS CHIEFLY THE RESULT OF INEQUALITY IN THE DISTRIBUTION OF MONEY.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

53. PEOPLE WHO ARE ON WELFARE COULD WORK IF THEY WANTED TO.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

54. THERE SHOULD BE COMPLETE FREEDOM OF SPEECH EVEN FOR THOSE WHO CRITICIZE OUR COUNTRY.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

55. ALL CRIMINALS SHOULD BE SEVERELY PUNISHED.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

56. TODAY'S TEEN-AGERS HAVE NO RESPECT FOR AUTHORITY.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

57. MOST TEEN-AGERS TODAY HAVE NO LONG RANGE GOALS.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

58. MEMBERS OF MINORITY GROUPS RECEIVE UNFAIR TREATMENT IN TODAY'S COURTS.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

59. MINORITY GROUPS DO NOT HAVE EQUAL OPPORTUNITY IN OUR COUNTRY.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

60. PEOPLE MUST OBEY THE LAW, EVEN IF THEY DISAGREE WITH IT.
1) Strongly Agree, 2) Agree, 3) Undecided, 4) Disagree, 5) Strongly Disagree

# OPINION SURVEY

## INDIANA UNIVERSITY OF PENNSYLVANIA STUDENTS

The primary purpose of the Indiana County White House Committee was to study the needs and priorities of the youth of Indiana County. The students of Indiana University were not included in original data presented unless they were residents of the County. However, it was felt that Indiana University students represent a significant, if somewhat temporary part of the Indiana community. The data presented below were collected from 183 students who were enrolled in the Spring semester at Indiana University of Pennsylvania. They are all education majors. There were 107 girls and 76 boys in the sample. The questionnaire used was a modification of an interview schedule presented in Fortune magazine for January 1969.[1]

1. Which, if any, of the following presidential candidates comes close to your own point of view?

| | | | |
|---|---|---|---|
| Nixon | 26% | McCarthy | 16% |
| Humphrey | 26% | None of these | 27% |
| Wallace | 5% | | |

2. What do you thin is the most important problem facing this country today?

| | |
|---|---|
| Vietnam war | 23% |
| Racial problems anc civil rights | 31% |
| Crime and lawlessness | 13% |
| General unrest in the nation | 31% |
| Breakdown in morals | 2% |

3. Do you agree with those who have called ours a "sick" society?

| | | | |
|---|---|---|---|
| Yes | 13% | No | 87% |

4. If you answered yes to question 3, which of the following statements do you believe best supports this point of view?

| | |
|---|---|
| Too much extremism | |
| Loss of human concern | 100% |
| High crime rate | |
| Defiant, rebellious youth | |
| Fear of social or economic change | |

5. In view of the developments since we entered the fighting in Vietnam, do you think the U. S. made a mistake in sending troops to fight there?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 23% | No | 50% | Don't know | 27% |

6. Would you describe yourself as a "hawk" or a "dove"?

| | | | | | |
|---|---|---|---|---|---|
| Hawk | 28% | Dove | 50% | Don't know | 22% |

[1]Fortune-Yankelovich Survey, "What They Believe," Fortune, LXXIX (January, 1969), p. 70.

7. Have your attitudes toward the Vietnam war changed any recently?
Yes 40% No 60%

8. If you answered yes to question 7, have you become more hawklike or more dovelike?
Hawk 44% Dove 56%

9. Which of the following phrases describes your personal feelings about the war?

| | |
|---|---|
| Sympathy for our boys | 55% |
| Patriotism | 10% |
| Strong support for the U.S. position | 28% |
| Anger at our government | 7% |
| Sympathy for the Vietcong | |

10. Aside from the particular issues of the Vietnam war, which of these values do you believe are always worth fighting for?

| | |
|---|---|
| Protecting our national interest | 40% |
| Containing the Communists | 18% |
| Counteracting aggression | 26% |
| Fighting for our honor | 10% |
| Maintaining our position of power in the world | 6% |

11. Which of the following statements express your own values and point of view?

| | |
|---|---|
| We should set our own house in order before we police the rest of the world. | 47% |
| There's too much emphasis on nationalism and not enough on brotherhood. | 23% |
| War solves nothing but only creates a situation of hate and mistrust which breeds more war. | 16% |
| There are worse things to fear politically than the threat of Communism. | 14% |

12. Do you feel that draft resistance is justified under any circumstances?
Yes 34% No 66%

13. If yes, do you believe it is more important to obey one's conscience than the law or that an individual should not have to fight for a cause he doesn't believe in?

| | |
|---|---|
| More important to obey one's conscience than the law | 61% |
| Individual should not have to fight for a cause he doesn't believe in | 39% |

14. If no, which of the following best respresents your point of view?

| | |
|---|---|
| An individual is obligated to serve his country | 80% |
| An individual must obey the law | 20% |

15. Do you feel that civil disobedience is justified under any circumstances?
Yes 63% No 37%

16. If you answered yest to question 15, would you qualify the statement in any of the following ways?

| | |
|---|---|
| If it is nonviolent and no one is hurt | 48% |
| If the protesters are willing to accept the penalties | 32% |
| Believe it is justified with no qualification | 4% |
| No Opinion | 16% |

17. Do you feel that the action of the police at the Chicago Democratic Convention was justified?
Yes 20% No 31% Both sides were at fault 40% No opinion 9%

18. Do you feel this country is doing too much, enough, or too little for black people?
Too much 25% Enough 52% Too little 23%

19. If too much, which of the following best respresents your point of view?

| | |
|---|---|
| Blacks should do more for themselves | 50% |
| White's rights are being taken away | 10% |
| Other poor people are being forgotten | 30% |
| People should work for what the get | 10% |

20. If enough, which of the following best represents your point of view?

| | |
|---|---|
| The country is doing as much as it can | 12% |
| Black opportunities have been improved | 88% |

21. If too little, which of the following best represents your point of view?

| | |
|---|---|
| Blacks do not yet have equal opportunity | 15% |
| Blacks' living standard is still too low | 70% |
| There is still too much prejudice against blacks | 15% |

22. Would you welcome more emphasis in this country on combating poverty?
Yes 92% No 8%

23. Which of the following best represents your point of view toward the older generation?

| | |
|---|---|
| They are reluctant to accept change | 69% |
| They do not understand youth | 2% |
| They are close-minded, intolerant | 10% |
| No criticism | 18% |

24. Which of the following best represents your point of view?

| | |
|---|---|
| There is a large generation gap | 18% |
| The generation gap has been exaggerated | 73% |
| There is no generation gap | 5% |
| No opinion | 5% |

25. How would you describe the difference between your values and your parents' values?
Very great 7% Moderate 60% Very slight 33%

Are the following attitudes more applicable to you or your parents?

26. Likely to compromise with things you don't like
Parents 52% Self 48%

27. Respectful of people in positions of authority
Parents 63% Self 37%

28. Likely to accept things as they are
Parents 71% Self 31%

29. Fearful of financial insecurity
Parents 52% Self 48%

30. Have faith in the democratic process
Parents 64% Self 36%

31. Tolerant of other people's views
Parents 23% Self 77%

32. Honest with oneself
Parents 44% Self 56%

33. Intrested in other people
Parents 34% Self 66%

34. Intrested in money
Parents 55% Self 45%

35. Likely to do something about what you believe to be right
Parents 31% Self 69%

36. Open to the world
Parents 19% Self 81%

37. Interested in beauty
Parents 20% Self 80%

38. Optimistic about the future
Parents 20% Self 80%

39. Self-centered
Parents 26% Self 74%

40. Concerned with what is happening to the country
Parents 47% Self 53%

To which of the following values do you subscribe?

41. Hard work will always pay off if you have faith in yourself and stick to it.
Subscribe 79% Do not Subscribe 21%

42. Everyone should save as much as he can regularly and not have to lean on family and friends the minute he runs into financial problems.
Subscribe 81% Do not Subscribe 19%

43. No matter how menial the job may be, doing it well is important.
Subscribe 84% Do not Subscribe 16%

44. A man should stand on his own two feet and not depend on others for help or favors.
Subscribe 52% Do not Subscribe 48%

45. The individual who plans ahead can look forward to success and achievement of personal goals.
Subscribe 66% Do not Subscribe 34%

46. Hard work keeps people from loafing and getting into trouble.
Subscribe 58% Do not Subscribe 42%

47. Depending on how much strength and character a person has, he can pretty well control what happens to him. You make your own luck.
Subscribe 58% Do not Subscribe 42%

Which of these definitions of success refelct your own personal values?

48. Having the love and respect of your family.
Yes 97% No 3%

49. Living the good Christian life.
Yes 79% No 31%

50. Doing work that is more than just a job.
Yes 90% No 10%

51. Doing your own thing.
Yes 28% No 72%

52. Being a respected leader in the community.
Yes 45% No 55%

53. Bringing about needed changes in society.
Yes 74% No 26%

Which of the following social changes would you welcome?

54. More emphasis on law and order.
Yes 66% No 34%

55. More emphasis on combating crime.
Yes 77% No 23%

56. More emphasis on work being meaningful in its own right.
Yes 90% No 10%

57. More respect for authority.
Yes 69% No 31%

58. More emphasis on self expression.
Yes 82% No 18%

59. More freedom to detate and disagree openly.
Yes 90% No 10%

60. More freedom for the individual to do whatever he wants.
Yes 40% No 60%

61. More acceptance of other people's peculiarities.
Yes 98% No 2%

62. Less emphasis on status--on "keeping up with the Joneses."
Yes 82% No 18%

63. Less emphasis on money.
Yes 87% No 13%

64. More emphasis on private enterprise.
Yes 60% No 40%

65. More emphasis on the arts.
Yes 69% No 31%

66. More vigorous but nonviolent protests by blacks and other minority groups.
Yes 29% No 71%

67. More sexual freedom.
Yes 34% No 66%

. Which of these restraints, imposed by society and its institutions, can you accept easily?

68. The prohibition against marijuana.
Accept 77% Reject 23%

69. The prohibition against other drugs.
Accept 86% Reject 13%

70. The power and authority of the "boss" in a work situation.
Accept 63% Reject 37%

71. Requirement that you be married before you live with someone.
Accept. 69% Reject 31%

72.. Conforming in matter of clothing and personal grooming.
Accept 34% Reject 66%

73. Outward respectability for the sake of career advancement.
Accept 48% Reject 52%

74. Having little decision-making power in the first few years of a job.
Accept 34% Reject 66%

75. Abiding by laws you don't agree with.
Accept 74% Reject 26%

76. Showing respect for people you may not, in fact, respect
Accept 48% Reject 52%

77. Pressures to close one's eyes to dishonest behavior.
Accept 3% Reject 97%

With which of the following statements about technology do you agree?

78. The problem is not technology--it's what society does with technology.
Agree 97% Disagree 3%

79. Technological progress always involves human problems.
Agree 97% Disagree 3%

80. Technology will permit man to reach his potential and control his destingy.
Agree 42% Disagree 58%

81. Technology is the only mean man has of solving existing problems.
Agree 19% Disagree 81%

82. Only good can come from technological advances.
Agree 13% Disagree 87%

83. The bomb is typical of what we can expect from technology.
Agree 10% Disagree 90%

84. Technological advances can only mean more unemployment--it's not worth it.
Agree 6% Disagree 94%

85. Advanced Technology could eventually replace human beings.
Agree 16% Disagree 84%

86. Technology is dehumanizing society.
Agree 31% Disagree 69%

Would you say that:

87. Your career plans are definite and specific.
Yes 50% No 50%

88. You haven't really made up your mind yet.
Yes 37% No 63%

89. You have no career plans and don't intend to make any long range plans.
Yes 13% No 87%

Which of these items will have a very great influence on your choice of career?

90. Own family
Yes 47% No 53%

91. Challenge of the job
Yes 80% No 20%

92. Money that can be earned
Yes 66% No 34%

93. Opportunity to make a meaningful contribution

| | | | |
|---|---|---|---|
| Yes | 82% | No | 18% |

94. Ability to express yourself

| | | | |
|---|---|---|---|
| Yes | 90% | No | 10% |

95. Stimulation on the job

| | | | |
|---|---|---|---|
| Yes | 95% | No | 5% |

96. Prestige or status of the job

| | | | |
|---|---|---|---|
| Yes | 50% | No | 50% |

Section I.

Juniata County in Central Pennsylvania is a rural county having a population of only 16,000 people. The population is remaining relatively stable with a large number of youth moving out of the area into more urbonized areas and careers not associated with their rural back grounds. The rural non-farm population has increased and these people are demanding services associated with modern, urban living.

Rural education and cultural facilities are not keeping pace with corresponding urban facilities due to lack of physical financial and personal resources. One du of 8 youths become high school drop outs. Youth organizations reach less than 50% of the total youth.

There are 4,000 youths under 21 years of age. Population trends indicate a relatively low number of people in the productive age group with increasing number of youth and senior citizens. This places a financial burden on a small group in their productive years to provide the services necessary for the young and the older citizens.

There are no special minority groups. According to the last census there are 5 non-white residents. To our knowledge there has been no significant change.

Income levels are below the state average and the standard of living of many families is not satisfactory. The problem is not un-employment as much as under employment due to the lack of under-industralization. In 1959 (the time of the last census) 32.3% were poor or having an income of less than $3000. It is estimated that this figure is much less now due to more jobs being available. Many of our older citizens receive a low fixed income as retirement or pension payments. Less than 2% are in the $20,000 or over income bracket.

Juniata County is an agriculture county. Dairy Farming is the main agricultural incustry. Farms are getting fewer and larger. Other industries include textile or garment, construction, poultry processing and lumber production. Many of the residents in the county work out side the county and commute as far as a 50 mile radius daily for employment. The areas of Harrisburg and Lewaltown provide employment

for many of our residents.

Section II.

The county committee consisted of 50% youth. There was representation from youth serving agencies in the county such as Child Welfare, Department of Public Welfare, 4-H Clubs, Scouts, County Ministerium, County Commissioners, and Citizens who serve on advisory boards of many Agencies. The youth serving was a good cross section of Junior and Senior High School. The President of Student Council, council, Class officers and youth who were active in organizations other than school.

There was one meeting of the entire committee at which time the purposes were explained. Each sub committee met 5 times. At these meetings both adults and youth met at the same time.

The major population areas were represented on all the committees. Attendance and participation was good.

There were no minority groups represented, since they are non-existent in our county. The poverty group was not represented. This could have probably been remedied if more emphasis had been placed on this area. It has been most difficult to get representation from the lower income group.

One informal survey was taken at a youth meeting. The suggestions given was the [illegible] for discussion during two of the peer group discussions.

Section III

Problems Identified-Education group.

1. Lack of understanding between age groups.

2. Need for communication between youth and adults and community and school school administration and students.

3. Need for re-evaluation of elective courses.

4. Motivate all students to stay in some form of education.

Home group

1. Need for improving police protection and traffic safety.

2. Need for better low-cost housing.

3. Need for more church and school integrated programs.

4. Lack of Day Care Center for proper care of pre-school children for working mothers.

5. Need for community support for adequate leadership to carry out research programs.

Peer group

1. Need to re-evaluate value system so the youth can form their own code to live in todays society.

2. Lack of Recreational facilities.

3. Lack of cultural opportunities and opportunities to broaden open education outside the formal school system.

4. Lack of communication between age groups.

5. Teen-agers drinking.

Section IV

The education committee presented these recommendations.

1. There is a need to develop some kind of new grading system. One suggestion was for students to progress at their own rate. This would mean the abolishing of letter grading such as A - B - C - etc.

2. Recommended far more and better Parent-teacher conferences. In this way a better understanding between home and school could be developed. This could prevent drop-outs.

3. The students wanted the opportunity to select more electives. They wanted less required courses. Honor courses should be made available to students. They expressed the need for training in multiple fields, and enrichment courses.

4. The students also expressed the need for parents to continue their education so that they could understand the new methods of education as well as subject matter.

5. There is a need for sex education. This could be taught with health and physical education classes and should start in the elementary grades. A better developed health program should be started. The health program should include affects of drugs and alochol. This could be taught by experts in the field as special activities and not necessarity regular staff.

6. They felt special education was good and should be continued.

7. There needs to be better communication between student government and administration on all levels. Some plan needs to be worked out so that

administration and student government can work together and not against each other.

8. Establish new courses in specific areas - Examples are:

a. Classes for unwed mothers, possibility to be a bi-county venture. This could be done through the Vocational Techonical School.

b. Have a Religion course as an elective. This could be religions of the world and emphasis different cultures. In this way better understanding could be learned.

Section V The Home Committee presented these recommendations.

1. Better traffic regulations to cover students going to and from school - for example - a traffic light at the exit from the high school.

2. Organization of Helping Hand or Block Parent group.

3. Having more police on duty in Juniata County.

4. Possible development of low cost housing or housing developments.

5. More family-church and church-school integrated programs of community fellowship.

6. Organization of a Day Care Center which would give some people jobs and help the children at the same time.

Section VI

The Peer Committee recommended:

1. Formulation of a permanent county council on youth affairs. At this discussion and dialogue of current problems could be carried on. In this way it was felt that better communications between the generations could be established.

2. Have more and better recreational centers at several locations throughout the county.

3. Establish a good public park for recreational facilities and combined activities.

From these recommendations it is not hard to draw the conclusion that communication is one of our major problems. With improved communication comes better understanding, followed by cooperation of various groups. Adults need to recognize that change is constant and now very swift. The youth today are living in a different world, than the generation before them.

It would take action of public officials to create a better police force, a better

park system, and low cost housing. Constant re-education of citizens to elect progressive officials is essential.

# JUNIATA COUNTY ADULT COMMITTEES

## HOME

rs. D. Crawford, Chairman

rs .C. Mummah

iss N. Rickenbaugh

ather Healey

rs. N. Lenker

rs. E. Cramer

iss Stewart

## YOUTH

Dr. L. Showers, Chairman

Mrs. J. Marhefka

Mr. C. Shearer

Mr. R. Baker

Mr. R. Meiser

Mr. M. Betzer

## EDUCATION

Mr. C. Snyder, Chairman

Mr. F. Weimer

Mrs. H. Crawford

Mrs. E. Clark

Mrs. J. Heckman

Mr. F. Marhefka

## STUDENT COMMITTEES

, Ernest, Chairman

, Abrams

Carter

Wolfgang

Leister

H. Christopher

H. Sherlock, Chairman

R. Swarts

C. Kirk

B. Bailey

L. Walters

Peterson, County Chairman

D. Shetler, Chairman

T. Foltz

S. Marhefka

M. Ernest

L. Shellenberger

# 1969 JUNIATA COUNTY COMMITTEE ON CHILDREN & YOUTH

| | | |
|---|---|---|
| Mr. Mark Betzer | Star Rt, Mifflintown, Pa. | 436-4804 |
| Mrs. Diane Crawford | School St., Mifflintown, Pa. | 436-4904 |
| Mrs. Jane Marhefka | Washington Ave, Mifflintown, Pa. | 436-4248 |
| Mr. Lloyd Showers | R. D. 1, Mifflintown, Pa. | 436-4429 |
| Mr. Robert Weimer | Thompsontown, Pa. | 535-5158 |
| Mr. Robert Baker | Port Royal, Pa. | 527-4169 |
| Father Healey | Mifflintown, Pa. | 436-4722 |
| Mr. Clyde Shearer | Mifflintown, Pa. | 436-4031 |
| Mrs. Janet Heckman | Mifflintown, Pa. | 436-4143 |
| Mrs. Katherine Clark | Thompsontown, Pa. | 535-5195 |
| Mrs. Elaine Cramer | Mifflintown, Pa. | 436-2965 |
| Mrs. Naomi Lenker | Richfield, Pa. | 694-3671 |
| Mr. George Snyder | Richfield, Pa. | 694-3141 |
| Mrs. Hellie Crawford | R. D, Port Royal, Pa. | 734-3073 |
| Mrs. Claire Hummel | Mifflintown, Pa. | 436-4149 |
| Miss Nancy Rickenbaugh | Mifflintown, Pa. | 436-4913 |
| Mr. Frank Marhefka | Mifflintown, Pa. | 436-4248 |
| Miss Naomi Stewart | Mifflintown, Pa. | |